

Educational Supplement

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Alternative debate

The era of trendiness is over... Lord Vaizey told a meeting of the House of Commons on Tuesday...

Lord Vaizey was giving the first of four lectures which have been arranged by the Conservative Education group...

It is, he adds, a cheap school by American standards abroad and the re-enrolment fee would bring it up to about the price of the two other American schools in the country.

parents—American actors, lawyers and businessmen living in London—object, and have secured a writ against the trustees scheme...

It certainly shows. By British standards the school is sumptuous with wall-to-wall carpeting and a head's office that is not unlike a set from Citizen Kane...

It remains to be seen what the Great British Legal System will do for the school. Mr Harrison says the re-enrolment fee is needed otherwise costs will not be covered next year.

Lord Vaizey may have somewhat disappointed his audience by sticking firmly in his lecture to discussion of the maintained system in its comprehensive manifestation...

He would, he said support a system of loans for students to get over the problem of parents not contributing to grants. He would like to see a much higher child allowance, £3 to £4 a child, to alleviate child poverty.

It would, he said, be easy to imagine a different system of finance for higher education and research which might lead to a more satisfactory solution than the present confused and unhappy one.

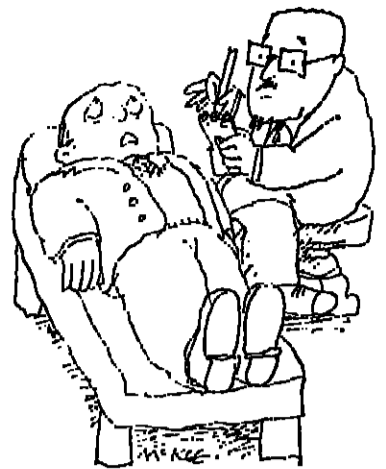
US school inc

The American School in London, which provides—at \$3,000 a head—mainly for the children of expatriates working for United States or multinational companies seems to be weathering the legal storm which has broken around it.

Not surprisingly the non-corporate

Catherine Payne, aged 17, has now been appointed headmistress of Wrentham School, Weymouth, Dorset. People, she says, are beginning to depend on it. The equipment windfalls have been her prizes since 1975 in the 3M Young Poet Awards.

She seems always to have been outspoken. Presented at the age of eight with Under Milk Wood by her mother she said: "What a ridiculous thing to give a child."



Please not the books, not the desks, take me instead, I shout to the wicked axe.

The panel of judges, John Welch, ILEA staff inspector for English, and two poets, Alasdair Aitken, inspector for English, and Kit Wright, writer in residence at Trinity College, Cambridge, were impressed by the standard of entries in the three prizes.

Speaking for Marx

Stephen Sedley, the barrister who defended the Eynsham teachers during the current inquiry by Robin Auld, QC, into the running of their school, is among the 100 tutors of this summer's Communist University of London.

Described by the organizers as the "biggest Marxist event of the year" about 1,000 students are expected to pack the 36 courses to be held in London University's student union from July 9 to July 17.

Other teachers listed in this annual event began in 1968 include professors Arnold Kettle and Steven Rose of the Open University, and Professor Brian Stimpert of Leicester University school of education. Sue Splanian, new president of the National Union of Students, is also among the speakers.

No conclusions about political affiliations are to be drawn from the list. In the words of the organizers, "many of these speakers are not communists but all share the view that Marxism can be fruitfully and creatively applied and make a valuable contribution to their area of work."

Cuts come home

Whoever sits on Avon's new education committee after this week's local council elections may be in for a rough ride, if the passions currently being roused by the education cuts are anything to go by.

Declining population and consequent cuts in educational institu-

the educational affairs of the authority. Parents, particularly those who have work, are especially concerned about the consequences of the NUT's recent decision not to cover beyond the first day of a teacher's absence.

In secondary schools teachers are using a rotating system to decide when to send children home. Primary schools, which tend to be hit quicker, are trying to lessen the impact on a class whose teacher is absent, by sending classes home on a rota basis.

Most parents seem vigorously sympathetic to the teachers' action, sympathizing with the local politicians. Indeed, it was predictable pressure from several hundred mothers who joined last month's resources committee, which led to an emergency council meeting this Monday, during which the education cuts were discussed with considerable bitterness for some four hours.

The right chap

Scene: the lofty presidential conference chamber of the Confederation of British Industries at the Concorde Hotel in London on Monday. The confederation is in the process of acquiring a new chairman to whom it is paying a five figure salary as already virtually complete.

No, Mr John Nisbet is not the man for the job. Mr Nisbet is a manager straight through the back door. He has been in the city will meet to coordinate further action. Suggestions include parents taking their children into the education office when the school is closed.

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tions are going to mean more buildings. And if the cost of property could be hit in the market. Who will buy? Well, the Sisters of St Paul are resting the matter as a tempting offering. St Paul's is resting the matter as a tempting offering.

Even before it was officially verified this week, personal contacts and grapevine gossip brought in a number of names after the Queen Anne Mansions in 22 acres—part of an estate owned by the late Lord...

Anyone thinking of turning into a private school? Oh, no, I don't think people have that in mind. Oh, well, yes, they could take power on the influential education. There was a distinct gleam in Stourton's voice.

Summit declaration on jobs for young people

It will not have gone without notice that the communiqué issued after the Downing Street summit described the creation of more jobs as "our most urgent task", and went on to promise to share "experience and ideas on providing the young with job opportunities".

This has about it something of the consensus against sin which can be achieved without too much difficulty even among international statesmen. An agreement to share experience and ideas on a subject which carries no sensitive security overtones could hardly have been rejected. But while it is difficult to see very much happening as a result of this declaration which could not have happened without it, it is significant because it signifies the simultaneous rise of youth unemployment as an important issue in all the countries taking part.

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Triumphant Tories to fight all-in plans

At least two more local education authorities are likely to follow the Conservative lead in opposing the Government over plans for a comprehensive system of education.

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Neither Nottinghamshire nor Derbyshire has been given any time limit to complete its reorganization, since until the local elections it looked as if their plans were going ahead smoothly. The eight rebel LEAs have been required to submit plans by May 25 and another 26 which have still given until July 15. The swing to the right last week is unlikely to make much difference in these authorities, which were mostly already Conservative, except to strengthen the Buckinghamshire and Kent to split unions in the hope that comprehensive reorganization might never happen.

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Poly population

A record number of students are studying in polytechnics this year. But mergers with colleges of education have helped.

Something new

George Walker and Lawrence Steinhilber offer ideas for tackling the question of accountability.

Real experiences

A pioneering teacher training course gives students a chance to work closely with children before tackling a whole class.

Another country

"You cannot have a language without a race of people to speak it," says Tolkien's biographer, Humphrey Carpenter. Where was your fantasy world? Robert Silvey talks about his, the New Heuland States, and Mary Hoffman takes us back into Middle-Earth.

Prepared to pay

Private schools in the USA, as in Britain, are booming. Michael Binyon reports from Washington.

School to work

The Manpower Services Commission will not take over the careers service, page 3. But it hopes to get a lot else, including another chunk of the Department of Employment itself, page 9. The Prime Minister and youth, page 5.

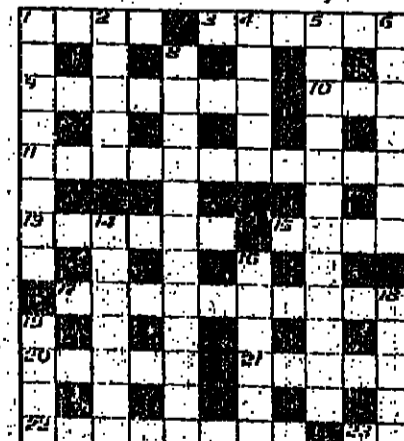
Extra: Remedial and special education

Leaders, 2; personal column, Gerry Fowler, 12; foreign news, 10, 11; letters, 12, 13; sport, 14; features, curriculum control, accountability, teacher training, science, 15-17; books, homosexuality by Michael Clarke, literature, education, science, children's literature, the arts, 19-21; crossword, bridge, Break, 88.

Classified ad index

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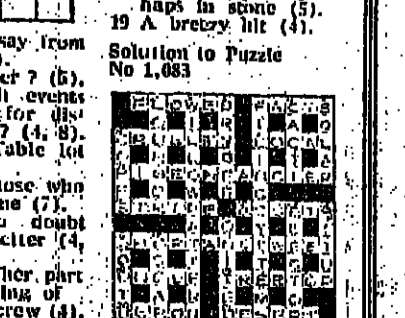
Crossword No 1,084



- Across: 1. Disappointing month for the gathering (4). 2. Makes you disclose your hand (8). 3. Describes Shelley's sweetest flower for a poet that grows (7). 4. Stresses 'er stroke (12). 5. A difficult lady identified by colour (12).

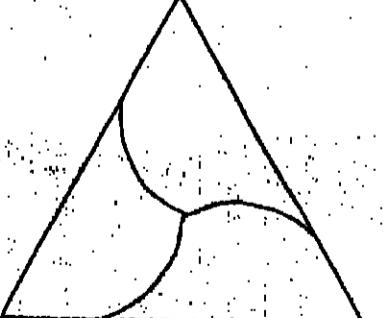
Down

- 1. There's work in store for her (8). 2. Fiat out (5). 3. Constant American high hour (6). 4. Obviously Britain is not coloured (5, 7). 5. Repeat for a lively mood? (7). 6. Minutous cape? (4). 7. Take the corner like a horse (5, 7, 4). 8. Sprouting capital? (8). 9. An ad drum them to the sea, we begin to see (10). 10. Drummer (Newbold) (7). 11. Truck that many have followed (8). 12. For a woman perhaps in stone (5). 13. A literary hit (4).



Maths teasers

TRIsectING A TRIANGLE. An equilateral triangle can be divided into three equal pieces in many ways, one of which is shown in the diagram. Show how to trisect an equilateral triangle.



PLAYING WITH NUMBERS. Write down any number with three digits. Multiply it by 10. Add the number with the same digits in reversed order.

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Concern for youth and industry: President Carter, presented with a miner's lamp by 12-year-old Ian McArce, during his visit to North-East.

Summit declaration on jobs for young people

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There already is some attempt to exchange experience on these matters throughout the European Community, and it is clear from studies emanating from Brussels that the policies being pursued in different countries have a lot in common.

Mr Callaghan was in a relatively strong position to press this issue at the summit because British plans for some sort of "youth opportunity" guarantees are well advanced, and the publication within the next week or two of the much-quoted Holland report will set out some practical proposals from the Manpower Services Commission.

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AMA on English backlash

The Association of Metropolitan Authorities has published its comments on the Government's consultation document on English education (page 5), and has performed its proper representational duty in warning of the dangers of an English backlash implicit in any devolution scheme which appears to give a preferential treatment to Scotland and Wales. Because of the way the devolution proposals have been brought forward—as a panic response to the sweeping political gains of nationalist parties—there is a danger that Parliament will rush into legislation without adequate arrangements which discriminate against those areas of the United Kingdom where politics is not conducted on nationalist lines.

Education is clearly one of the sensitive issues along with other public services where already the Scots and the Welsh draw relatively more than the English from national funds. There can be excellent reasons why relative levels of expenditure are different from one part of the country to another: the cities have problems with a high density of population (like much of Scotland) may need to spend much more on providing basic services than more populous areas. But if it came to be believed that the criterion by which need was measured was political or, after devolution, the exigencies of nationalist versus United Kingdom party politics, then the English might certainly be expected to mobilize against the new arrangements, and one form the might be through bitter inter-regional arguments within the English borders.

All this is obvious enough, as is the essentially unsatisfactory nature

Long step to nowhere

It has almost become an educational cliché that change is not necessarily change for the better. To say that to attempt at reform ever results in a consistent improvement is quite another thing. Yet this is the impression conveyed by the recent report of one of the largest studies of educational innovation yet to be carried out in the United States.

The study, Project Longstep (Longitudinal Study of Educational Practices) set out to investigate "the effectiveness of highly intensive, innovative educational practices on students in grades 1 through 12—that is, from the beginning to the end of compulsory schooling."

It looked at a variety of approaches—including team teaching, "multimedia emphasis", and a number of practices associated with individualized instruction and sought to relate them to students' home background, initial achievement, teacher characteristics and post-test performance. The collection of field data spanned the years 1970-71 to 1972-73 to allow effects of innovation to be observed over a reasonable period of time.

The main conclusion was that, although there were large gains in reading, language and arithmetic skills in some participating schools, the gains in achievement were not statistically significant. In fact, the study found that the gains in achievement were not statistically significant. In fact, the study found that the gains in achievement were not statistically significant.

Tony Becher looks at a mammoth American research project into the value of "innovative educational practices"

The characteristic snag of transforming quality into quantity, held into dollars in the much-criticized Schools Council recently arbitrary way, comes in the form of a mammoth American research project into the value of "innovative educational practices".

The project teams visited schools in the sample for the three-year field period were so busy administering and filling in schedules that they had no time to look at what was actually happening. Direct observation with students was confined to the curious grounds of a large sample "precluded the possibility of obtaining the type of information for every type of questionnaire, despite the inadequacies, were the only possible approach."

The researchers are driven to admit that a "quantitative atmosphere is resistant to identification on the basis of a questionnaire". They admit that the study failed to pick up "small but potentially beneficial treatments".

One main result of this qualification is a total inability to ask the reason why things are as they do. The authors of project report have had recourse to anecdote and opinion, but acknowledge, although it may be "inferred" from the possible causes, that the study was not the purpose of this investigation to look for reasons.

None the less, if one does statistically significant can however trivial, and this study, as it looks solely at inputs and outputs, and not at all the processes which intervene between the two. The ultimate aim of the approach is acknowledged in a statement that "There are some set of educational practices of school personnel which have not been given the same attention as the more obvious ones. Unfortunately, analyses utilized... were designed to 'tease out' effects."

Needless to say, the report with the usual postscript of "further studies" to be made up for the present deficit of the "unintended" significant educational gains.

It would be easy enough to off this particular venture as the last of the dinosaurs, spent decade or so of comparative research, and as totally irrelevant to the context.

Before doing so, however, would be salutary to look at the American Institute for Research which chose a theme for its research which was poorly understood by its own members. It is out that they were commissioned to do so by the United States Office of Education. They believed "likely that such research would continue to be the most important source of information on which educational policy is based."

A fair amount of work of kind already goes on in the United Kingdom. It is not readily dismissed or looked upon as a harmless waste of time. It is also a deplorable waste of taxpayer's money, and it is to be proved far from harmless to the studies of educational practice which are the subject of the present article.

Perhaps the only educational practice which is not being studied is the one which is the subject of the present article.

Schools Council: less power for teachers

by Stephen Cohen

representatives of industry, commerce, local and central government, parents and others. Twenty of the 50 seats would be allotted to teachers. The convocation would keep an eye on relations between schools and community.

As an example, Sir Alex says, the convocation could express concern to the professional board about standards of numeracy of school leavers. It could discuss the need for a new exam from the point of view of parents and industry. Or it could be asked by the professional board to consider the discipline problems faced in schools which might be created by the wider community.

The board would be made up

mainly of teachers and would be responsible for the general running of the Schools Council. It would review the council's work, approve plans for new projects, and set up committees to carry out other functions.

Sir Alex does not say whether the teacher members would be there as representatives of the teacher unions. The large block vote of the National Union of Teachers has been criticized in the past when the council has taken major decisions on exams.

Other teacher unions have complained that they are not adequately represented in proportion to membership. This issue is not touched upon in Sir Alex's draft but will

certainly be debated during forthcoming meetings.

A reorganized council would be able to develop a more positive approach to educational issues rather than "the reactive approach adopted hitherto", the document says. "The wish for a speedier, less cumbersome, appraisal and decision-making structure is acknowledged, but we consider that through and high quality appraisal is a more important consideration."

Sir Alex also wants the council to have the power to comment on the training of teachers.

His plan received fairly wide support this week. The review body liked his comments on the great education debate initiated by the Prime Minister last year and on which Sir Alex has remained cool.



Sir Alex Smith

Local authorities keep grip on careers service

by Mark Jackson

The Manpower Services Commission has failed in its tenacious campaign to gain control of the careers service. The service is likely to be expanded, but will continue to be administered by local education authorities answering to central government.

Mr John Golding, Employment Under Secretary, who is the minister responsible for the careers service, told the TES this week that the decision was based primarily on the need to preserve its morale and the independence of the service and its "close proximity to the school system" was essential to that morale, he said.

The commission has been pressing for control of the careers service ever since the emergence of heavy school leaver unemployment in 1975. Strong opposition from the Institute of Careers Officers and local authorities persuaded the Government not to give way to behind-the-scenes proposals from the commission in 1975 and again last year that the careers departments should be welded into a nationally administered service under its direct control.

In the past year the commission's senior staff have given the impression that they have dropped all designs on the careers service, praising it in public and displaying a generous enthusiasm for its decentralized administration. But, in fact, they have kept up the pressure, put fresh takeover proposals to the minister, the most recent a compromise which would have left the careers departments with the local education authorities, but with shared responsibility for the service and the careers inspectorate from the Department of Employment to the commission.

Each time the proposal was turned down flatly. The failure of the MSC's latest bid is the most significant in this current developments have favoured its arguments. The proposals for a government guarantee of work or training for all school leavers, which are now being considered by ministers, would give a greatly increased role to the careers service in operating

Union rejects explanation of Oxon cuts

Mr Max Morris, chairman of the National Union of Teachers' action committee, hit back this week at Mr Vernon Bogdanor, former vice-chairman of Oxfordshire education committee. Mr Bogdanor defended the county's £3m cuts in education spending in an article in the TES last week.

Mr Morris said at a meeting of NUT members in Oxford this week that Mr Bogdanor had admitted to the union that the authority had underspent its budget last year by about £600,000. This would pay for jobs for nearly all the 464 teachers the county wanted to sack.

Mr Morris said: "In addition he revealed that the county had a contingency fund of £6.25m. By spending some of this, existing pupil-teacher ratios could be maintained."

It seems to me that with the sort of very heavy pressure that the careers officers are under from the employment situation, and all of all the dozens I have spoken to recently no one wants to become part of the MSC empire."

Mr Golding said that if the Government decided to implement the proposals in the MSC's Holland next week or any similar scheme which might involve a big increase in the careers work load, it would have to consider ways in which the service could be substantially expanded.

Roy Hurst, secretary of the Institute of Careers Officers, warmly welcomed Mr Golding's statement. "It will greatly reassure careers officers throughout the country," he said. "The MSC and its agencies but we are convinced that it is essential that we should remain part of the education service."

The institute estimated in its evidence to a Commons select committee earlier this year that to cope with its present functions properly the service would need an additional 1,000 staff over the next five years. If it is to meet the demands implied in the Holland proposals, then it will need extra resources more quickly and on a bigger scale, Mr Hurst says.

Probation—without protection

Newly trained teachers may soon be offered a chance to do a probationary year in a school even where there is no prospect of being employed permanently. It would mean that they would be required to waive their rights to a statutory employee protection legislation.

The idea is being discussed unofficially by some leading members of the National Union of Teachers executive, which are becoming increasingly concerned that the shortage will prevent some of those who have completed their courses from ever acquiring full teacher status. The necessary probationary year has to be undertaken within five years of qualification.

The union has until now resisted moves by authorities to recruit teachers on one-year contracts, partly because it fears that the less scrupulous might use the practice to fill vacant posts with a constant changing supply of newly qualified staff so as to reduce wage bills.

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Student president jailed

Mr Andy Strouhous, 29-year-old Trotskyist, president of the North East London Polytechnic's students union, was sent to Pentonville Prison by a High Court judge on Wednesday for refusing to obey a previous court order banning him from the college buildings.

In court, Mr Strouhous argued that the polytechnic authorities, who expelled him in November for disrupting a governors' meeting, had no right to stop him performing his lawful duties as a sabbatical president.

Setting the numbers right

Writing in *Lloyd's Bank Review* Professor W. B. Reddaway, the Cambridge economist, considers at some length "the economic consequences of zero population growth" and concludes that "demography, while one among many factors influencing growth, is not necessarily the most important. In the course of his article he reflects on teacher training past and present; on how the present debate on the closure of colleges appears to be dominated by forecasts of future pupil numbers, while the great expansion of the sixties was only marginally influenced by demographic considerations."

In the seventies there has been a three-fold change. Wastage has declined as the expansion of further and higher education has slowed down, and jobs have become more scarce outside teaching, too. Commitment to better staffing standards first weakened and then collapsed, till today it is a brave man who could assume either party would defend present staffing ratios when the financial pressure is on. And, going back before these economic and political changes and continuing after them, there has been a sustained downturn in the birthrate which means that reduced obligations over the next 10 years can be charted fairly clearly.

But that is not to say that a change in the economic climate might not even now bring about another sudden alteration in the wastage rate—nor yet that there is anything sacrosanct about the present staffing ratios. There is, after all, something ironic in the confidence of present educational standards and the readiness of politicians to cut back on teacher employment and school supplies. When the iron days on enough people, the decline in the school population will make it easier and less costly to go forward to new staffing levels.

And yet... it somehow goes against the grain to accept the conclusions of the exercise, incontrovertible though the supporting arguments appear. It seems so contrary to experience to say that the assurance of quality of pupils' educational provision has virtually nothing to do with their progress, and that the competence of their teachers fails to count for very much either.

Poly figures up

The latest figures on polytechnic admissions show an increase of 7 per cent—compared with the 4 per cent increase recently reported by the universities. These are broadly in line with the slight increase in the size of the 18 to 19 year age group—though of course student entry at various ages, and any direct comparison has to take account of this.

The polytechnic figures also confirm other reports that applications for science and technology are rising (though the Government will be disappointed to note that just as the polytechnic increases are accounted for by 7 systems students). How students decide whether or what to study remains one of the mysteries which

Professor Gareth Williams is trying to follow up in the project initiated by Lord Crowther-Lewis. But the polytechnic directors say that the latest figures show that more are making a polytechnic their first choice, and that this reflects a change in preference among students in higher education, which is clearly clear career objectives in view.

It is tempting to link this upturn with the vocational emphasis in Mr Callaghan's original Great Debate speech. But presumably the students who took these places last September were themselves the victims of their own earlier choices: two or more years after it would be interesting to see how sixth form choices made in 1977 reflect the present rhetoric.

The work was undertaken by a high experienced and reputable body, the American Institute for Research in the Behavioral Sciences, which has in the 30 years since it was founded tackled a vast range of research studies.

The standards of presentation of the material are uniformly high. The evidence is set out, the text is unusually readable, the findings are excellently signposted with convenient and careful summaries. The technical competence of the statistical analysis is, as far as I can judge, impressive; and the data appear to have been most conscientiously assembled.

And yet... it somehow goes against the grain to accept the conclusions of the exercise, incontrovertible though the supporting arguments appear. It seems so contrary to experience to say that the assurance of quality of pupils' educational provision has virtually nothing to do with their progress, and that the competence of their teachers fails to count for very much either.

Another case in point is the way in which university tutors who have closely observed a student's competence over three years subsume the results of a formal examination carried out over a few hours and marked by colleagues as fallible as they. Temptations of this kind surely deserve to be resisted, at least behind the methods and assumptions which their findings which run counter to experience can be accepted more closely.

If one follows this prescription, with the Longstep study, a whole Pandora's box of troubles is unleashed. The first group of problems is "consequent" in the best of the beautiful principles. The second group of problems is "consequent" in the best of the beautiful principles. The second group of problems is "consequent" in the best of the beautiful principles.

The types of innovation selected for study are so miscellaneous as to suggest a total lack of understanding of what education is about. The researchers begin by regarding innovations as "unconstrained interventions—ways to inoculate schools against educational deficiency—but end by admitting ruefully that "innovation appears to be as much a process as it is a set of school practices and future attempts to develop typologies... may not meet with much success."

The notion of individualization as a second main variable seems to have been conjured up in despair when all other correlations proved uninformative: even the researchers admit that they may have failed to distinguish between its different manifestations. Their findings throw as much doubt on the authors' understanding of those central notions of innovation and individualization, and on their ways of assessing them, as they do on the processes themselves.

But it is when one examines the values which underlie the research design that the real trouble begins. The authors of the study clearly believe that it is possible to collect small fragments of data in very large quantities, and put them together to make an accurate replica of reality.

When they examine the limitations of these work, they fail to recognize that the central notion of research is importantly different from natural science. They write about making classroom observations which are "amenable to the straightforward data reduction" which they use the language of samples and statistical analysis. They talk of tests, and talk of instruments as if they were trading in occult sciences. They seem to conflate the mass of data with the few key variables which they select their measures and their variables not in view of their reliability, but in virtue of their favourability ("more likely to have inter-rater scaling properties") at the expense of the assessment of students.

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Don queries birthrate factor

The present cut in colleges of education is the result of over-expansion in the 1960s, not the decline in the birthrate, according to a Cambridge economist, Professor W. B. Reddaway, writing in the latest issue of *Lloyd's Bank Review*.

He says only 7.8 per cent of the 408,000 extra teachers taken on between 1961 and 1971 were needed to match the increase in the school population over that period. Nearly twice as many (15.2 per cent) were taken on to reduce the teacher-pupil ratio or to cater for the extra numbers staying on in school, and 77 per cent (314,000) were needed to make up for teachers who retired, died or left the profession.

Over that period the number of teachers employed in schools went up from 318,000 to 412,000, an increase of 30 per cent. The mistakes made in the over expansion of teacher training were due to

more than erroneous assumptions made about birthrates, says Professor Reddaway.

"To my mind the capacity of the teacher-training schools was raised to a level in the early 1970s which could be justified only (if at all) on the assumption of a continuing rise in the number of children, plus a continuing rise in educational provision per child."

This message will exacerbate the effect of the falling child population expected in the near future.

"This unfortunate expansion has been completed at a time when the number of school children is likely to fall substantially owing to a decline in the proportion of the population in the relevant ages."

The government estimates the number of five to 14-year-olds is likely to fall from 8.8 million in 1974 to 7.1 million in 1986.

Lloyd's Bank Review, April, 1977, No 124, available from 71 Lombard Street, London EC3, telephone 0779 2222.

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TO KNOW / TO THINK

Education has always tried to provide pupils with the knowledge they need and to equip them with the thinking skills to use that knowledge and also to cope with life.

Knowledge has always been easier to handle because it is concrete and teachable. Thinking skills have been so much more difficult to teach that their neglect has been rationalized as follows: teaching knowledge inevitably trains thinking at the same time; thinking is no more teachable than IQ.

The CoRT Thinking programme was developed to provide a practical and definite teaching structure for the many teachers who have found that thinking skill and the ability to absorb information do not necessarily go together. The CoRT Thinking programme is already the most widely used programme in the world for the direct teaching of thinking as a skill. Teachers have adapted the framework for their own use in a variety of different areas: English; General Studies; Head's contact lesson; as a thinking base for other traditional subjects; and as a subject area in its own right (for the GTS certificate).

Each of the six CoRT packs can be used on its own or as part of the programme: CoRT 1 (Breadth); CoRT 2 (Organization); CoRT 3 (Interaction); CoRT 4 (Creativity); CoRT 5 (Information and Feeling); CoRT 6 (Action). CoRT 6 provides a specific thinking framework that can be applied to any area.

Further details from
Direct Education Services Ltd.
1 Alfred Street, Blandford Forum, Dorset

What's best
A two-day conference to highlight successful practices in comprehensive schools was announced by Mrs Williams, the Education Secretary, in Parliament this week. Some 50 teachers and local authority representatives have already been invited and DES officials and HM Inspectors will attend. The conference is to be held at York University, on December 16 and 17.



Ottershaw pupils hand over their petition.

State boarding party sails on Westminster

Six sailing boats, five spouses and two motor launches came down the Thames this week in an attempt to save Surrey County Council from having to close down Ottershaw School in 1979.

In what was a mixture of a Combined Cadet Force exercise and a water protest, one master, two parents, and 30 boys aged from 12 to 18 spent three days and two nights sailing from the school, in Chertsey, to Lambeth Pier. There they were met by their local MP, Mr Geoffrey Punter (Cons, Chertsey and Walton) and handed in a petition to Mr Richard Holley, assistant private secretary to the Parliamentary Under-Secretary of State, Mrs Margaret Jackson.

They also handed a letter to Mrs Williams, Secretary for Education, from the captain of the boarding houses at the school, inviting her to pay them a visit.

Ottershaw School (photo: Out of the Acorn the Oak) was founded in 1948 and is one of the few maintained boarding schools in England and Wales. But though every body pays tribute to the quality of its work, an unfortunate coincidence of events seems to have made it a prime candidate for savings in Surrey's educational budget. The county council has now voted by 35 votes to 10 to close it. A Section 13 notice of closure has been issued.

As elsewhere, running costs have been increasing alarmingly. At Ottershaw the small number of boys (250) makes this even worse. In 1946 the cost a place was £436. This is now £1,850 with an average parental contribution of £600. Officials say it would be cheaper to send children to the other maintained schools, which are bigger.

The building, put up for a diamond millionaire in 1910, is in urgent need of repairs. Some stone-work is said to be loose, and the swimming pool has been shut because of leaks. A report by the Surrey County architect in 1975 estimated that for 1975 prices £135,000 needed to be spent on repairs over five years, with nearly £36,000 required for urgent immediate repairs. Faced with reductions in its education budget of £4m in 1976-77 and £1m in 1977-78 the council now feels it cannot support these extra burdens.

Ironically, a committee of the county council recommended in 1970 that new buildings should be put up to increase the size of the school by 120 places, and that the school should go educational. If this had been given the go-ahead then the present difficulties would have been avoided, but the proposals were made too late and got caught up in the economic outlooks.

Mr Alan Dodds, the head, said at Lambeth Pier on Monday that the Save Ottershaw School Action Group had proposed that the school should take only 12 to 16-year-old boys. This would cut the running costs back to £1,300 a boy.

"It is wrong to destroy a school that could never be restored instead of making economies on things that can come back later."

Councillors and governors say that the closure is sad but necessary. They pay tribute to the quality of teaching, and the way in which the staff copes with the mix of fee-paying and special need pupils.

College closures raise fears for RE

Government policy on teacher training is seriously affecting the output of religious education teachers, Mrs Shirley Williams, Education Secretary, was told yesterday.

A letter from the interdenominational Order of Christian Unity said that the declared policy of maintaining colleges of education with polytechnics, often resulting in the complete closure of the RE department, is drastically reducing the number of specialist RE courses in some areas of the country.

"Sixteen teacher training institutions with RE departments are being closed between summer 1977 and summer 1978," said the letter.

"A further 14 colleges of education with RE departments are on the list of proposed closures."

Although the deficiency could be made up in theory by in-service training, RE was accorded only low priority in this sector by local education authorities, when they were allocating finance.

The letter criticized Mrs Williams for not placing religious education on the agenda of the regional conferences, part of the Great Debate on education earlier this year.

"At a time when religious education faces a serious crisis, its omission from the Great Debate is a scandal," Mr Lynn Murdoch, an RE teacher and secretary of the order's youth action group, said. "It has had a seriously misleading effect. Parents, pupils and the public must now question whether the Government considers religious education important in the education of children."

The Order called for the inclusion of RE in any common curriculum and for the Government to remind local education authorities that the teaching of Christianity in RE together with Biblical study is a clear aim of the Order's curriculum, particularly when there are strong pressures to reduce the time spent on the teaching of religious philosophy and life styles.

The House of Lords is expected to debate the inadequate content of religious education in schools on Thursday.

Ulster parents to have say in plans for integration

A bill to enable integrated Catholic and Protestant schools to be set up in Northern Ireland has been introduced into the House of Lords by Alliance Party member, Lord Dunlop, on behalf of the All Children Together movement. The bill proposes that parents be consulted where a school is threatened with closure or where the management wants to go ahead with religious integration. It does not suggest that an entirely new school is being built.

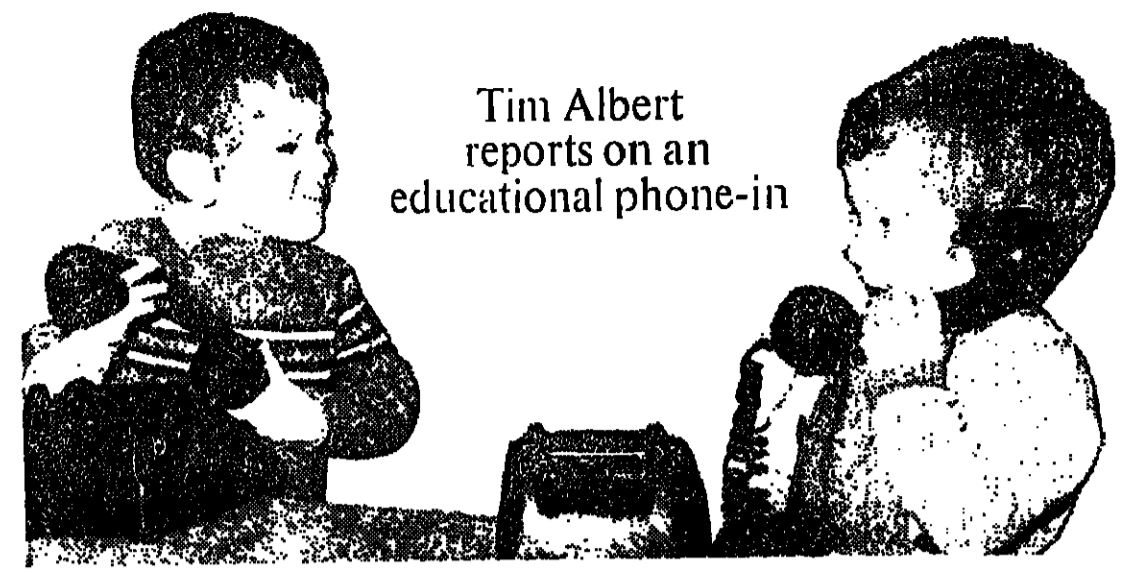
The consultations are to be carried out by the local Education and Library Board under a scheme approved by the Department of Education. Such a scheme might provide that parents of children in other nearby schools be asked whether or not they want to send their children to an integrated school.

The final decision lies with the Department, after consultation with the board, but a school cannot be changed to an integrated school unless at least three-quarters of the parents of children at the school, or their families, after a controlled nursery grammar and special schools are excluded from the bill.

A schedule prescribes the management system for such a religiously mixed school—one third from the area board, one sixth from transferors (Protestant clergy) and one sixth from local maintained schools (Catholic clergy).

Lord Dunlop's measure is more limited in scope than the shared schools proposed in 1974 by the then Minister for Education. It optimistically assumes that some maintained (Catholic) managements will opt for maintaining status, but is more solid in providing for consultation in cases of closure.

With falling enrolments threatening many small primary schools, parents may well prove to be less doctrinaire than their school leaders and accept integration as the price for keeping the school open.



Tim Albert reports on an educational phone-in

Sorting out some crossed lines

"I would like to know," said the woman on the other end of the phone-in programme, "why the education authorities have changed maths to such a complicated system that even my son who took his A level five years ago and passed doesn't understand it..."

Local headmaster Cecil Evans, who not long before had been confessing nervously that it was his first time on radio, sounded stolid and reassuring. "The whole process of learning mathematics has been looked at," he said. "You see it's not just the accumulation of knowledge but the way people's minds work during the learning process..."

"But subtraction is subtraction. Multiplications is multiplication. The woman countered. And the conversation moved on through whether she had been to the school to get help to the need for parental representation on school boards.

"It's all changed since we were at school," said Barrie Knight, deputy director of the National Educational Research and Development Trust and another panelist, and they moved on to the next call: "How do the panel feel about children being educated in schools where their parents are members of staff?" asked Mrs Pluckett of Mansfield...

While these public conversations were going on, a steady stream of rather more complicated and private calls were being dealt with by an increasingly tired looking Margaret Constable in an office just down the corridor from the studio.

One woman, who said she was at her wit's end because she could no longer stand her small child, was referred to the social services. Another who complained that her daughter was being beaten up by

peaks of concern. The experiment is an attempt to provide key access points to give that vital piece of information that has so far eluded people. And at the same time it's a demonstration of need for this kind of thing."

During the week BBC Radio Nottingham gave publicity to the switchboard and devoted its Monday to Friday 9 to 10.30 morning slot to a series of phone-ins on child care and education. Roland Moore, Minister of State for Health, in a Commons reply to Mr Ifor Davies (Gower, Lab) who asked if the minister was satisfied that the provision of grants for such students was sufficient, bearing in mind the increasing responsibilities of his department.

Mr Moyle said about 40 per cent of field social workers held a professional social work qualification in residential and day services. He wanted to see an increase in the percentage of qualified staff but in the present economic circumstances progress must be slower than he would wish.

Still closed to Bucks graduates

Holders of the licence at the new University College at Buckingham will not be able to compete for graduate posts in the civil service, Mr Chris Morris, Minister for the Civil Service, told the Commons.

In reply to a question from Mr Alan Bell, the Liberal spokesman on education, Mr Morris said the approving academic qualifications for entry to the civil service rested with the Civil Service Commissioners.

"I understand that they have told the college authorities that it is as yet too early for them to accept any equivalence between the college licence and degrees awarded by United Kingdom universities or validated by the Council for National Academic Awards."

"I don't give advice, I give information," she said. "I'm the operator of the system and my role is to link people."

"They aren't complaining," she points out. They just want to know how to do things. It's all been rather distressing because of the degree of escalation. They've all allowed their problems to go on for far too long—they have not asked for help before because they don't want to bother anyone."

Barrie Knight, the deputy director of NERDT, says: "The world is becoming increasingly complex for young children. The Children's Act, changing benefits, new legislation, the education debate. But though children are 25 per cent of the population they only get 9 per cent of the public finance. We think that is unfair."

"What we're trying to do is a social trawl. We don't know what kinds of question are going to come up but we do know there are

Councils criticized for discriminating against homosexuals

Social services departments are prejudiced about homosexuality, both among their own employees and among clients, according to a report published this week by the National Council for Civil Liberties.

Only 44 of the 133 chairman of local authority social services committees to whom the NCCLC sent a questionnaire in October 1975 replied fully and without evasion to questions about the employment of homosexuals as social workers and provision for homosexual clients.

Most of those who did reply said that discrimination did exist. NCCLC concludes that the discrimination was shown occasionally through prejudiced and overt action but more often through uninformed fears, ignorance and neglect.

Fifteen authorities replied that they did not discriminate either in principle or in practice. A handful of others said they were encouraging workers to declare their homosexuality openly, and were also sensitive to the pressures on homosexuals. Thirteen authorities said they would not allow homosexuals to do certain jobs, especially those involving caring for children.

This attitude, says the report, reflects various misconceptions: that homosexuals are all highly sexed and predatory, that they are more apt than heterosexuals to be attracted to children, and that all paedophiles take advantage of children.

One councillor wrote to the NCCLC saying it would be "appalling" to allow homosexuals to work with vulnerable children. The film *Johnny Go Home* made it quite clear that the report argues that the film is no more representative of the activities of homosexual paedophiles, let alone all homosexuals, than the Cambridge rapist is of all heterosexual men.

Some authorities used the "conversion" argument against employment of homosexuals, arguing that children must be presented exclusively with heterosexual adults in case homosexuality became an attractive proposition. The report argues, on the other hand, that there is a desperate lack of openly homosexual adult figures with whom children can identify.

The survey suggests that a substantial number of social services clients have to resort to voluntary counselling agencies. Not one authority said it had employed homosexuals as specialists to give advice on dealing with problems of this kind.

Replies about the kind of help which social services departments offer homosexual children and young people in their care suggested they were subjected to psychiatric attempts to "cure" them of "condition". The replies also conveyed the fear that, by encouraging self-respect, social workers might also encourage a breach of the law because their clients might not wait until the age of 21 to have homosexual relations.

The NCCLC says there should be legislation to back up policies of non-discrimination perhaps through an amendment to the 1975 Sex Discrimination Act, to make discrimination on grounds of sexual orientation unlawful.

Social workers should be taught more about the pressures on homosexuals, and social services departments should encourage social workers to be open about their homosexuality. Serious consideration should also be given to the idea of employing someone to specialize in the social problems homosexuals face.

Homosexuality and the Social Services, NCCLC, 186 Kings Cross Road, London WC1. Price 85p.

Retarded need more guidance

Most mentally handicapped children need no help in deciding their futures, according to a report published by the National Development Group for the Handicapped this week.

Dr Peter Mittler, chairman of the group, says that for too many of the 2,000 retarded children in special schools every year, and their families, suffer a hardship because of the dearth of structured programmes of ment and education. Many of these children go straight to adult care centres "without benefit of assessment given to their needs in an adult environment."

There is little evidence of co-ordination, he says, between schools and centres or between education and social service agencies. Key workers, including careers and disability assessment officers, psychologists and social workers, seldom seem to be involved in developing a policy towards handicapped school leavers in these areas.

The National Development Group recommends that children should be assessed for abilities and interests months before their 16th birthdays. Parents as well as teachers, training centre managers, social workers, psychologists and careers officers should take part.

Dr Mittler says that a small unit would improve services. No new buildings or staff needed; merely a more co-ordinated approach.

"For each 100,000 population, six severely mentally handicapped children leave school each year. Meeting the needs of these children and their families is one of the most urgent tasks of community services, and also one of the most costly."

Helping the Mentally Handicapped School Leavers, Pamphlet No. 3, DSS, Alexander Fleming House, 100 Victoria Road, London E6 6BY.

£26m spent on local arts

The arts and museums services received about £26m in grants and contributions from English local authorities during 1974-75, says an Arts Council survey published this week.

The money includes contributions by local education authorities to Theatre-in-Education and People's Theatre groups, and professional performances of music, dance and opera for schools.

The information comes from a Arts Council questionnaire of 411 local authorities in England. The response rate was about 65 per cent.

A similar survey carried out before local government reorganisation for the financial year 1974-75 is no more than an £1,500,000 and represents about half local authorities' total spending on swimming pools.

The Arts and Museums 1974-75: Arts Council Survey of Local Authority Spending, price £1.50 plus postage and packing from the Council Shop, 28 "Sackville" Road, London W1.

College bans programme and speech on gay liberation

Greaves and Alsager College of Higher Education, in Cheshire, has cut out a BBC television programme from a course for youth leaders and withdrawn an invitation to a visiting lecturer because both were concerned with homosexuality.

The college decided to censor the programme and to withdraw an invitation to a speaker during a week long course on personal relationships for a group of youth leaders.

Mr Maurice Cleasby, deputy director, said this week: "We have to be very careful how we move in this area. The lecturer, Mr Danny Franco, who is a youth worker for the Inner London Education Authority, was according to Mr Cleasby, going to advocate the views of the gay liberation movement."

"We considered this to be a political viewpoint and did not consider it right that the college should be used to provide a platform for such a speaker," he said.

When the one week course was being planned we checked the subject and the speaker and we would be proposing the withdrawal of the programme from the course.

of gay liberation and he was struck off the list.

"We should not have any lecturer who was likely to bring forward any gay liberation viewpoint."

Mr Franco said this week that he had nothing to do with any homosexual movement. "I was invited. My expenses were going to be paid. I was going to talk about the problems of the gay community as a youth worker dealing with gay children. I am the most apolitical of people."

Mr Franco has given similar lectures before to community service associations and was involved recently in the annual Charter 2000 conference in London, which dealt with youth work.

"I have never been refused before," he said. "I was very surprised. I really don't understand why I was banned."

The television programme which was not allowed to see was "Gay in the City" made last year for the BBC's Open Door series of community access television.

Mr Franco said this also would be proposing the withdrawal of the programme from the course.

SPECIAL ANNOUNCEMENTS

3 day Conference on EUROPEAN PERSPECTIVES ON THE EDUCATION OF 16-19 YEAR OLDS

7-9 September 1977

Speakers will include: Prof. E. J. King, University of London; Prof. M. Lange, University of Hamburg; Dr. J. Sison, Director of Education, Sweden; Mr. L. Robinson, Bradford College; Dr. A. Hargreaves, Standing Conference on University Entrance and other prominent educationalists.

The closing date for applications is 29th June 1977. Further information and application forms available from the Assistant Principal (Inservice Training).

Jordanhill College of Education, 100 Southside Drive, Glasgow G15 7PP. Telephone (043) 801100.

We went to them as visitors. They came to us as friends.

The UK-US School Exchange Scheme is concerned with establishing links between schools, between communities and between individuals. It allows small parties of pupils aged 15-18 accompanied by a teacher to spend four weeks at a time living in American homes, attending American schools, enjoying the American experience, establishing friendships. Reciprocal visits by the American students to British schools and homes in June complete the pattern.

For both teacher and pupils, the scheme is educational in the fullest sense. It offers advantages and excitement, broadens attitudes and brings memories that can last a lifetime.

A great deal of preparation and planning is involved in establishing the contacts between schools or groups of schools which eventually culminate in a visit. Basic costs are approximately £250 per head which covers all travel, sightseeing, insurance, etc. (Teacher travels free with every 20 pupils).

If you would like to take the initial step of obtaining the full details, write to the Central Bureau for Educational Visits and Exchanges, UK-US School Exchange Scheme, 43 Dorset Street, London W1H 3PN (Tel: 01-486 3101) or 5 Bruntsfield Crescent, Edinburgh EH10 4HD (Tel: 031-447 8024)

The Central Bureau

Department of Education and Science
Scottish Education Department
Department of Education for Northern Ireland

Pupils of Greenock School, High Wycombe. Photo: Bucks Press Photo.

Parliament 100,000 take literacy course

by Alan Wood

Since the adult literacy programme started in 1975, it was estimated that about 100,000 students had received or were receiving tuition in England and Wales, Mr Gordon Oakes, Minister of State for Education and Science, told the Commons.

Replying to a series of questions from Mr John Wainwright (West Gloucestershire, Lab), Mr Oakes said the Government's contribution had been a grant of some £3m over the three financial years 1975-76 to 1977-78, disbursed by the Adult Literacy Resource Agency. This was not intended to cover the whole cost, the main burden of which fell on L.E.A.s, but as a pump-priming grant to help to establish the scheme.

Another 300 get social work grants

A further £500,000 is being allocated by the Department of Health to increase by about 300 the number of grants for graduate students accepted on courses leading to the Certificate of Qualification in Social Work.

This information came from Mr Roland Moore, Minister of State for Health, in a Commons reply to Mr Ifor Davies (Gower, Lab) who asked if the minister was satisfied that the provision of grants for such students was sufficient, bearing in mind the increasing responsibilities of his department.

Mr Moyle said about 40 per cent of field social workers held a professional social work qualification in residential and day services. He wanted to see an increase in the percentage of qualified staff but in the present economic circumstances progress must be slower than he would wish.

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"I understand that they have told the college authorities that it is as yet too early for them to accept any equivalence between the college licence and degrees awarded by United Kingdom universities or validated by the Council for National Academic Awards."

Those who should know better

Sir—Gerry Fowler's chimp jibes (April 29) might not merit a reply had they appeared in a lesser journal. He imputes ill-mannered arrogance to members of the Headmasters' Association assembled for the annual conference at Oxford. He then goes on to accuse us of an interest in sixth forms based on willful ignorance of comparative costs and efficiency, and motivated by the effect of their size on our own salaries.

"We need", he continues, "more reasoned discussion on the basis of established evidence, and less hot air especially from those whose seniority in the education service would lead one to believe that they knew better."

The conference was oversubscribed and many heads booked early, largely because Shirley Williams had undertaken to open the proceedings. Alas, Gordon Oakes took her place. The substitution was not hastily contrived, but it became evident early in his address that either he had not considered his audience (nor his material, nor the basis for many of his statements), or he was deliberately setting out to be offensive and provocative.

His advocacy of Teriory Colleges was so continuous that no room seemed to be left for other kinds of organization. An attempt at blandness in reply to the first

question put to him, when he said "There is no intention to sweep away all sixth forms", was destroyed by the waspish addition of "Not yet."

Two other answers further diminished his minimal rapport with his audience. Having gone on at great length about the expense of sixth forms he had to confess that he had no idea at all what relevant costs are in different institutions, and when asked (quite courteously) whether he had read the HMA pamphlet *After Sixteen* he said that as a minister he was a very busy man, but he had "looked at it."

Regardless of party politics, it is just conceivable that Mrs Williams possesses some of that active compassion and commitment to children which our community desperately needs. Perhaps it is her down-to-earth and energetic concern which threatens those who make belittling remarks from the touchlines?

The plain fact, demonstrated by the pamphlet can be read, and absorbed, in about 10 minutes. First published in 1971, it was revised this year in time for the conference and it deals with the various ways in which young people aged 16 to 19 may continue to be educated—including those who leave school for work.

Ignorance of costs and efficiency? Reasoned discussion? Established evidence? Less hot air? Really Mr Fowler, if one had ever thought that seniority in the education service would mean knowing better, both the minister's address and his predecessor's article would distinguish one of the universities of C. G. LISTER, Head, Ashington High School, Northumberland.

CEE can't bridge the gap

Sir—The gap in the sixth-form curriculum mentioned by four heads of department in an ILEA secondary school (April 22) still exists, but the CEE is not the answer.

True, our less able pupils who wish to stay at school in the sixth year need an aim to their studies. Few can tackle O level courses, and there seems little point in them repeating CSE courses. What they need is a syllabus related to the work available in their area. Perhaps the new City and Guilds foundation courses will supply that.

It would be better for these pupils to leave school at 16 and not school here at 17, when their chances of employment will be worse. Few employers will pay more to a 17-year-old with the same qualifications as a 16-year-old. If there is no chance of employment, then local colleges are pre-

paring low level courses suited to the needs and abilities of these students.

There are also skill centres and job creation schemes with money to help them. This is far better than any school's attempts with yet another examination that employers will have to try to understand.

I would advise teachers not to write to Shirley Williams for recognition of the CEE but to look at their own attempts to educate their less able sixth-form pupils and to realize that few schools have the time, equipment and expertise to offer them further worthwhile education. Other people outside schools here and we would be doing these students a service by directing their attention to the opportunities available.

B. W. J. SHELLEY, Director of studies in a north London comprehensive school.

Unfair to maths staff

Sir—Dame Kathleen O'Brien's "superior" on the professional integrity of mathematics departments in colleges of education are unfair.

Whatever their mathematical background, three-year certificate students are likely to spend at most the equivalent of three weeks of full-time study on professional mathematics courses. It is not surprising that many of these students leave college needing further help with their mathematics.

I hope Dame Kathleen will add an eighteenth point to her strategy for improving mathematics teaching: namely that bodies validating new BED degrees and postgraduate certificates should insist that sufficient time is made available for professional mathematics courses.

After three years in college, students may emerge as promising teachers, but it is unrealistic to expect all to have acquired mathematical teaching competence in three weeks. There is no lack of integrity on the part of staff responsible.

GILLIAN ARAN, Ethel Wormald College of Education, Mount Pleasant, Liverpool.

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LETTERS

Thought for Mr Jarvis to ponder

Sir—Your leader comment of April 22 about the Secretary of State's suggestion for a contract between parents and teachers regarding their mutual obligations and responsibilities towards children is less than fair.

Arises in the same issue cannot let the matter pass without dubbing the suggestion with his own brand of sick humour. Under-achieving and insecure children, disaffected teachers and unsatisfied parents represent tragedies worthy of active concern rather than the superficially clever cynicism which pervades some of what you print.

The "pedacrate oath" for teachers which I suggested in my inaugural lecture last October, and amplified at my address to the North of England Education Conference in January, has a natural complement in a parental oath. These two put together could ensure a state of public understanding—between the parties having complementary responsibilities.

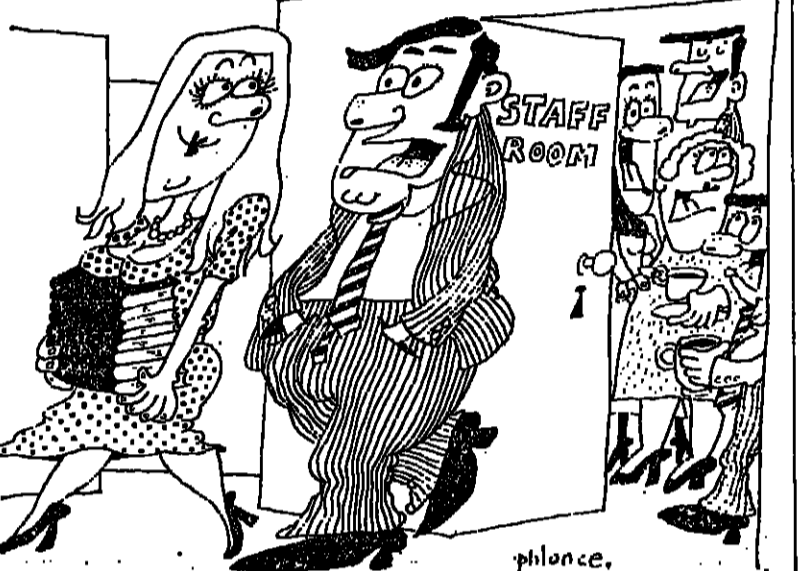
Of course such a contract could not easily be legally enforced, but it could help to create a more

accountable climate among the teaching profession and parents. Unwritten assurances may have sufficed in the past, but inadequate for present conditions in which promotion means of promoting learning as television, are freely available.

The interests of children and school, surely Mrs Williams was merely suggesting that about time that that partnership were formalised somewhat? The surely not to debate language, simply serves to remind the community that the schools and every social and educational activity cannot be acceptable to the cause of his union's members.

Mr Fred Jarvis might even be pondered on this before signing the Secretary of State's "oath" as a new gimmick at the end of a busy week.

RICHARD C. WHITFIELD, Professor of Education and the Department of Education, University of Aston, Birmingham.



"If you ask me, a cutback in education debates would help..."

How to run a viable sixth

Sir—May I offer support for Mr M. B. Hattersley's case (April 29) that 13-19 schools can show the way forward to the present concern for viable and economic sixth forms? It is astonishing that Mrs Williams and her advisers, in arguing for sixth-form colleges, should have ignored the advanced experience of Leicestershire and other authorities.

The former Leicestershire was the first county authority to abolish selection at 11 when the Market Bosworth grammar school became an upper school in 1969. At that time, when numbers in the upper school were 650, until now when they have reached 1,650, its sixth form has always been well above the newly prescribed minimum.

Although total numbers will reduce by some 200 over the next three years, the sixth is likely to continue its growth from the present 300. Twenty-five subjects are offered currently at A level, and any reasonable combination is possible as many more are offered at AO, O, CEE, or non-examination levels, the last including a general studies course.

To Mr Hattersley's arguments for preferring continuity to the break at 16, whether to a sixth-form college or tertiary college, I would add the special claims of one-year sixth formers who make up an important part of the truly comprehensive sixth and are ill-served by other alternatives.

With uncertainties about employment and examination results it may be difficult for a fifth-year student to be sure until late in the summer holidays whether to leave or to continue at school, or a decision one way or the other may be affected by a change of fortune. In such a case the school's ability to offer an open door is a further advantage.

Finally may I offer support to the plea by four ILEA heads of department (April 22)? With the one-year sixth form especially in mind, it is distressing that the Secretary of State should have held back the promising development of CEE. An open sixth form must cater for late developers: the value of the one-year CEE course is to give them a chance to find their way and level.

TIMOTHY ROGERS, Principal, The Bosworth College, Leicestershire.

Forgotten diploma that could bring more cash

Sir—More than 50 years ago the College of Craft Education was established by the signature of Craft Education, and directed to carry out a programme of development leading to the award of a diploma of craft education which would be recognised by educational authorities as a high post-certificate award.

During this half century the college has been growing in esteem, eminent men and women have given their support and imagination to aid its growth, while two whole generations of teachers have been proud to claim ties to the award of M.C.C.E.D. (previously M.C.O.H.).

Many approaches were made during this period to the Burnham committee to achieve tangible financial recognition for the diploma, and at last this recognition has been given. All holders of the honours award (M.C.C.E.D. Hon) are entitled to the salary addition known as the merit award, made under Appendix III Annex D of the Burnham Report.

What may not be known is that this merit addition to salary is applicable to anyone not in the maximum of any salary scale, and not just to those on Scale I as in the past. The College Council, in sending this letter to the press, hope that all eligible holders of the

M.C.C.E.D. Hon diploma will confirm from the Registrar of the college, and appropriate to the salary addition, for the salary addition.

The College of Craft Education continues to extend its services to teachers and others interested in craft education, through summer schools and other courses which may be followed by a general interest in the financed qualification that the college will provide.

PETER DAWSON, Public Relations Officer, College of Craft Education, Gillingham, Kent.

LETTERS

Who says there's nothing wrong?

Sir—I am puzzled by the argument in your leader, "Whatever happened to 'O' level?" (April 29). I just don't understand your language when you say that teachers deny that anything is "wrong". What precisely do you mean by such a statement? Clearly, in 30,000 schools working according to the British individualist pattern, something will be done somewhere which someone will consider to be "wrong".

Who on earth would deny this? How many teachers, for example, reading your report on Tyndale, and remembering the Audit report, would say nothing was "wrong" in Tyndale? Or, how many teachers hearing that mathematics had to fight for its place in the secondary school curriculum would not say that something was "wrong" with that bizarre conception?

You do yourself less than justice by arguing in this way. There's plenty that is "right" and plenty that is "right" throughout the vast spectrum of British education today and no teachers' representative that I am aware of has ever said anything else, or even implied all be if you mean we should all be doing to what is "right", i.e. what James Hamilton/Shirley Williams or James Hamilton/Rhodes Boyson or any other individual or collective thinks is "right", then say so. But I don't think you mean that at all. You are not taking part in the pleasant sport of teacher-bashing. You are expressing some unclearly formulated feeling on

teachers' reactions to the current anything-but-great debate. But you are right in implying that teachers are often adopting a defensive posture when they need not do so. Why is this so?

We are very resentful at the handling by the media and sections of the press of whole sectors of the system at through they were single undifferentiated lumps and of the resulting comparisons and contrasts they make between one "type" of school and another. These judgments are unproven by any evidence that would be acceptable in the natural sciences or, indeed, speaking for my own profession, by any reputable historian. (Many professionals who jealously stand watch over their own secret gardens rush like bulls to criticize gardeners in other allotments). Let me give some examples.

A "dossier" sent from a false name and a false address to an MP about a comprehensive school becomes an immediate cause célèbre, leads to a demand for a public inquiry, and both an implicit and explicit condemnation of comprehensive schools in general; whereas if you or I were to receive such anonymous communications attacking, as this is what is involved, individuals, you would treat them with contempt, and pursue any inquiries you felt you might wish to make privately rather than make inflammatory public statements.

We are entitled to wonder why when boys from Eton rampaged round a West German town or girls from a famous public school were reported to be involved in drug

When the tax man came in

Sir—In 1973-74 I took part in the United States/United Kingdom teacher exchange scheme but, although my American exchange partner and I had agreed to swap accommodation, he changed his mind at the last minute. With no time to consider the financial implications I left for the United States the next day and had to rent a place while continuing to pay my mortgage. I eventually had to let my flat in London but this did not cover my mortgage.

On my return I learnt that HM Inspector of Taxes considered I was liable for tax on rent received on my flat and was not prepared to allow the rent I had paid in the United States against the financial exchange teachers' mortgage swap mortgages "without being taxed and since I was obliged to let my flat in order to survive that year, I consider that such an attitude only adds to the financial disincentives that already exist for exchange teachers.

L. WEINTROBE, Escola Britanica de São Paulo.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible, and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Parents' right to know

Sir—It is encouraging that suddenly there is so much discussion on the issue of secret school records. I do not think it ever occurred to many teachers that this secrecy should be challenged or discussed.

Nobody can surely question the need for comprehensive files to be kept, but I find it extraordinary that some teachers are not prepared to share the information with parents. It is precisely because files are so important that parents should have the right of access.

To attempt to hide behind a screen of professionalism by arguing that such records might be misunderstood by parents is nonsense. Information helpful to a teacher may after all be most useful to a parent as well.

It is a disturbing situation that teachers are so ready to put information on record that they are not prepared to share with either pupil or parent. What is it that teachers are afraid of? Is it a fear that they may be challenged to substantiate opinions? Is it a fear that as employers and the police, are provided with information derived from these files. Common sense alone would seem to show that it is sensible for parents to have access to their files. The ethical argument in favour of openness outweighs all others. I have always felt that secrecy in this context is a form of dishonesty. There is of course nothing to stop individual teachers making correct and all facts are correct and for their own observations on opinions expressed to be recorded as well.

I firmly believe that parents and pupils attaining the age of majority should have statutory access to their files. The ethical argument in favour of openness outweighs all others. I have always felt that secrecy in this context is a form of dishonesty. There is of course nothing to stop individual teachers making correct and all facts are correct and for their own observations on opinions expressed to be recorded as well.

I am a teacher but I am convinced that the final decision should be taken not by the profession but by Parliament, and that they should make it soon.

NIGEL J. M. SMITH, 52 Whitmore Court, Basildon, Essex.

Not enough weight given to oral French

Sir—For a number of years we have been successfully teaching French at this junior school to the up two years, using Nuffield En Avant as a basis. French has also been taught at the other junior primary schools which feed the local comprehensive.

Our experience in this school is that it has been beneficial to all the children for them to be settled after the end of their first year. French into four ability sets. Partly as a result of this setting, children have reached varying levels of attainment (but they would have reached varying levels of attainment in any case, because children are individuals and do not learn at the same rate). The secondary school has consistently pointed out how difficult they find it to deal with this variable.

I wish to make clear that a liaison study group of junior schools in this area and the local secondary school has been operating for some time, and we have always passed on records which the secondary school makes use of in arranging their form of setting.

This area is expecting to be reorganized into first and middle schools in 1978. It had been hoped that reorganization would happen this September. In May 1976 there was a meeting of secondary and junior primary heads to consider the teaching of French in the junior school, and the view expressed by the secondary heads was that they would "teach" that French should not be taught in the middle school. Having read your article "Most language teaching a waste of time" (March 18), I feel entirely justified in having refused to drop French, whether or not we were in a middle school. The third paragraph of the article quotes the report as recommending "that the top third of the ability range should be singled out as soon as possible" and further, "it is of paramount importance that

boys and girls capable of benefiting from the appropriate course should be identified at an early stage".

Of course, secondary colleagues are presented with the problem of dealing with the full ability range, in all subjects and not only the "lucrative" subjects: mathematics, foreign languages and science—but it is not be more sensible to give a much higher percentage of the mark to the oral even if this meant a slight lowering of the standard expected in written work?

M. G. F. LE BLANCO, Head, Hornsea CE Junior School, North Yorkshire.

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M. G. F. LE BLANCO, Head, Hornsea CE Junior School, North Yorkshire.

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Sport



Kathryn Harridge: round in 81.

W Midland walk away with titles

by Stanley Levenson

For the third year running, it is the right word, the West Midlands walk away with most of the trophies in the Schools and Road Walking Championships.

Held this time at Keswick 50 and organized by Mr J. Cane, the education officer there, the Midlands won four of the six races.

In the junior girls walk, 2.5 km, and the intermediate (3 km) the West Midlands contingent took the first three prizes for perfect scores of six.

Eden junior winner in 1976, again the victor, followed by Whitehead and Julie Wickham. Julie's older sister, Joanna, a mediate winner last time, beaten into second place by mate Elaine Cox, reversing the placings.

The senior race (5km) Maureen Deginton (St. Paul) was a junior champion in the team prize also went to St. Paul. But the outstanding individual winner was perhaps Ian Mee of Northumberland, who had a hat-trick of victories in three years by again winning the middle boys' walk (5km). The victory went to West Midlands by a mere two points over St. P. Vesty (Leicester) took junior boys' (3km) walk, West Midlands winning the team race. Senior boys' (10km) was won by Worsley of Kent, who did his county to a team prize.

About 300 boys and girls part at Keswick, the largest yet in the four years since it was given a championship of its own by the English Schools' Athletic Association.

Football trophy for St Austell

Ferry Hill Youth Club, Devon won the National Association Youth Clubs football final with 5-0 defeat of St Austell of Cornwall, at Brentford's ground London.

They ran up a 4-0 lead at half time after which St. Austell proved very much to make the scoreline a less accurate barometer of the match.

It has been a kind of athletic progression for Ferry Hill. In 1975 the team reached the finals and in 1975 the quarter-finals.

Girls reach golf final

Midhurst Grammar School, West Sussex, and Yagol Emrys ap Iwan, Aberystwyth, are through to the international Aer Lingus girls' schools team golf championship at Foxhills Golf Club, Surrey, on Sunday week.

Midhurst won the English final at Moseley, near Birmingham, with 168 strokes, six better than Prudhoe Secondary School, Durham. Kathryn Harridge, with 81, had the best individual round of the six-school final.

Emrys ap Iwan, 212, had the same margin to spare over Ysnel Elifonydd, Porthmadog, 218, in the Welsh girls' final at Royal St David's, Harleci, Karen Williams, of the winning school, had the best return, 92, of the players from five schools to reach the final.

They will now join the Scottish and Irish champions—Menzieshill High School, Dundee, and Lorosa Convent, Balbriggan—at Foxhills for the first ever girls' final. The four boys' teams compete there on the same day.

Nadia Comaneci—queen of the gym

Nadia Comaneci, without the crowd-rousing appeal of Olga Korbut, has replaced her Soviet rival as the pin-up for most young girls with gymnastics stars in their eyes.

How this extraordinary school-girl came out of the Romanian blue to surprise the gymnastic world two years ago and stun it a year later in Montreal is chronicled in a paperback book (96 pages) by Cliff Temple, gymnastics and athletics correspondent of The Sunday Times.

It is not exactly a study in depth, but Temple tells how Nadia—without the natural reservoir of tireless movement—as a child—took up gymnastics at the age of six, and was groomed by her coach, Bela Kapolyi, to become the undisputed queen of gymnastics.

It was in London, at the Champions All meeting in 1975, that Nadia first pushed herself forward, her great talent and row of perfect 10 marks taking her on, at 13, to the European title, and then at 14, the Olympic crown.

Nadia Comaneci, by Cliff Temple (Everest Books, 60p).

Miss Groves to lead PEA

Miss Lillian Groves, head of PE and dean of women at the College of St. Edith and St. Bede, Durham, is the new president of the Physical Education Association. Miss Groves also heads the PEA study group on physical education for the handicapped, and was recently elected to a fellowship of the association.

Appropriately 1977 marks Miss Groves' 25th year in the physical education profession.

She succeeds Mr John Evans, former director of Carnegie until it became a constituent of Leeds Polytechnic, where he is deputy director.

Lawrence Stenhouse proposes a resource-based experiment in accountability

Government's record in fighting unemployment. It is still not one that invites complacency.

Of course, careful examination of the stock cupboards of the majority—though by no means all—of our state schools reveals that the equipment with which the teachers go into battle is more like that of *Dad's Army* than of a *corps elite*. Nor are working conditions conducive to high levels of achievement. A state school headmaster to whom I was speaking recently reflected that he could hardly expect his teachers to teach as well as those in the public school in which he had previously served, since they taught 36 periods a week where his former colleagues had taught 22.

Nevertheless, we have to face the fact that similar disadvantages dog the managers of British Leyland and members of Parliament. No one suggests that as a result they should not be responsible to their shareholders or their constituents. It seems reasonable, too, to ask teachers to feel accountable, not our perception of the behaviour of managements and governments suggests some problems in accountability. The performance of managers at shareholders' meetings and, television, suggests that the notion of accountability can provide a framework for the rhetoric of specious justification.

Accountability must be associated with feelings of responsibility: when people feel accountable they attempt conscientiously to improve their performance; when people feel unfairly called to account, they devise ways of beating the accountants without actually improving the balance sheet.

Any system of accountability should itself take account of the equation of resources. It would be relatively easy and

inexpensive to do this. A fairly small sample of schools, funded at different levels could act as a reference point. The best provided for of our present schools should be able to select four or five steps downwards from the best schools to the most underprovided.

At the top end you might have a school in which the teachers taught no more than 20 hours a week with classes never higher than 12.

The point of such an exercise would not be to suggest a state education system on these principles, but rather to build into any principle of accountability other dimensions than those of teacher competence. No doubt we would find that investment tailed off in its effects; but the point is that there is little excuse for planners knowing so little about its yield.

There would, in principle, be comparatively little problem in asking schools to assess themselves. Some resources would have to be made available for this exercise, but the effects on performance are likely to be much greater than those of external assessment.

It is my experience that schools will want to use standardized tests within such an assessment, and one could hope that the Assessment of Performance Unit could thrash out what test programmes it would be best to commission. Such tests should be taken seriously—but not too seriously. They should be instruments through which their performance, but no claims should be made that they provide a complete and valid picture of that performance. There is much more to an annual report than a balance sheet, and balance sheets can be deceptive.

15 Innovations, innovations

George Walker puts the case for forming local curriculum advisory groups

Anyone outside education who has been trying to follow the Great Debate will be wondering who *does* decide what is taught in schools. They will probably not be surprised to learn that those inside education do not have a clear idea either. Perhaps some of the uncertainty will be resolved by the Taylor committee.

In the meantime, we need to make a clear distinction between those who have the authority to control the curriculum (in the sense of safeguarding it) and those who have a right to give advice about it. In the first category come the Government, the local education authority and the head. Parents, employers and teachers come into the second category, since they have no authority to exercise control.

There is now a strong feeling that the Government will lay down broad curricular guidelines to give some definition to a compulsory core curriculum. At the other end of the line, the Taylor committee leaks point to a reduction in the curricular autonomy of heads. It is difficult to argue otherwise when, of the three "controllers", only the head is not elected, and at present only vaguely accountable through a governing body to his employers, the local authority.

This leaves the l.e.a., caught between the big guns of central government and the newly-armed governing bodies of individual schools. It could be an uncomfortable position to be in, but it is one that should be strongly defended. Without local interpretation and control, the Government's guidelines will be worthless, and however wide the powers of the reformed governors, the fact remains that heads and teachers are employed by, and accountable to, the local authority.

Education at local level has suffered serious blows in recent years, with the loss of its privileged position with respect to the rate support grant, the "incorporation" of many chief officers, and now the sad end of the AEC. Lord Alexander has predicted the transfer of power in the education service from local to central government. But the situation could be transformed if local authorities were to recognize the need for sensitive but firm curriculum control, and were to seize this new initiative open to them.

There are several reasons for favouring a mid-way position of control. Parents have a right to expect comparable courses, facilities and standards whatever the school to which their child transfers at 11 (and even more so at 13). Significant differences should be a matter not for confidential memoranda and rumour, but for serious, open discussion and remedial action.

Curricular variety may be the spice of life for a head and some of his or her staff, but not for a parent trapped without choice in a rigidly-interpreted catchment zone, nor even for the parent with choice, but in no position to judge between complex option blocks, timetable flow-charts and rival patterns of setting. Important differences in the curricula of schools in the same area should be the result of coordinated planning, not the personal enterprise of heads.

As numbers begin to decline in secondary schools, arguments in favour of local resource rationalization will become more compelling, first for the post-16 pupils, and then for those in the fourth and fifth years whose courses could be seriously restricted once numbers drop below a certain level. Present evidence suggests that rationalization does not happen until the local authority takes the initiative in persuading schools and colleges to pool their resources, without necessarily transferring pupils between institutions.

The curriculum in the later years of compulsory education is certain to become more and more tied up with the pattern of local employment, as schools extend their search for more relevant, vocationally oriented courses. If schools are ever to make progress in wearing down the sharp division between full-

time schooling and full-time employment, then it will only be done with the knowledge, support and coordination of the local authority.

The l.e.a. is the only body that can act effectively against an unacceptable curriculum, since it employs those responsible for its implementation. But who shall decide what is "unacceptable"? Clearly the authority needs advice and, if it can possibly be achieved, advice founded on a consensus of the opinions of those who are most closely concerned—parents, employers and teachers.

This would be hard to achieve, but there are strong reasons for thinking that those involved in the widest sense with local education would have their minds most wonderfully concentrated by the familiar facts of local employment opportunities, facilities for further education and the particular circumstances of the schools themselves.

Local authorities, then, should set up (possibly on a divisional basis) curriculum advisory groups, containing representatives of local employers, parents and teachers. Appointments would be made from members of the education committee, from non-teachers of governing bodies and, in the case of teachers, perhaps from local subject associations and exam panels.

Heads would be required to discuss a school's curriculum with the governing body, which would then submit it, with comments and questions under a number of headings, to the advisory group. Such headings might include the following:

- Does the curriculum fit the government's guidelines?
 - Is the curriculum unreasonably differentiated in the early years?
 - What are the expected class numbers and staffing ratios?
 - Is there an acceptable range of examination targets?
 - Is there adequate provision for the least and the most able pupils?
 - Is each area adequately financed from the capitation grant?
 - Is the careers guidance satisfactory?
- The curriculum advisory group would be seeking satisfaction in each case, in

addition to ensuring that the overall provision in the area was satisfactory.

In this sense (but in a very different context) the advisory group would act rather like the CNA. But the local authority could go further and ask it to validate the authority's agreed schemes of work. Many of these exist, often in controversial subjects like religious education and sex education. In future, will validity has an agreement made among teachers alone, without reference to the users in local industry of the further education college?

A school should be accountable for its performance to the local community, and the local authority could work through the advisory group in evaluating different aspects of the school's work—and not just the areas of apparent failure. There is much to be said for finding out why things are going well, and telling other schools about them. In all its work, the advisory group would call upon the authority's present team of advisors, the warden and resources of the local teachers' centre, and the staff of the careers service.

It would be unfortunate if the advisory group were seen only as a watchdog body. Although it would be naive to suppose that its initial effect would be other than towards curricular conservatism, imaginative authorities would soon recognize its potential for supporting local initiatives, with an authority that could never come from a group that represented only one of the interested parties.

Since the Government seems unlikely to impose a centrally controlled curriculum, all the initiative will remain with the head and the teachers in the schools. This is how it should be, but the final control must be held by the political body elected by the local community to take responsibility for education. In between, however, there is surely a place for a strong advisory group that is one stage removed from any particular school, and contains representatives of all those who are most concerned with the work that is going on in the group of schools that serves the community.

George Walker is head of Heathcote School, Stevenage.

Using tests and judgmental criteria, schools should survey and report on their achievements and their problems. It should be unacceptable for a school to regard any achievement as satisfactory. The level of performance in any area should be acceptable only in terms of the concentration of resources in an alternative problem area. A school's account of itself should combine a diagnosis, and a progress report since the last diagnosis, and long and short-term future plans relating decisions in the allocation of resources to progress in the handling of problems.

If schools were to give such accounts of themselves, the accounts should be audited by an external evaluator who, as a result of some study of the school, was able to attest that the school's report on itself is a conscientious and an honest one. A role for HMI here, one would think.

Such a structure of accountability would make in the long run for an improvement of our schools. But, given the relative inflexibility in the resources for education, the largest factor in that improvement will be the professional and personal resources of teachers. If teachers teach more hours than is desirable in near-slum conditions with inadequate equipment, the least they can ask is that the authorities make more money available for in-service self-development.

We need to make these resources available in such a way that educational researchers will see the need to justify the relevance of their work to the practice of teaching as more pressing than the need to acquire status with academic colleagues.

Lawrence Stenhouse is director of the Centre for Applied Research in Education, University of East Anglia.

John Co Life

Providing an anchor

Joy James, Roger Cole and Peter Harrod describe a course in which student teachers become actively involved in children's learning experiences

When the training of teachers is being threatened from all sides, it seems increasingly important to consider the nature and quality of that training, and its implications for teacher competence and confidence.

At Lincoln, one of the first colleges to respond to the James report by developing a "two-plus-one" strategy of teacher-training, a new pattern of professional training is emerging. It aims at the integration of school and college-based work. Students develop teaching strengths through becoming actively and reflectively involved in the child's experience of learning.

The students' third year in college is devoted in its entirety to professional training, which enables a depth of concentration on the task in hand as well as a productive continuity of contact between tutors and students. After the successful completion of a two-year academic course, which includes units of educational studies and main subject courses, the students embark on professional studies.

Each student is allocated to an "anchor tutor" within the department, who is

responsible for approximately 15 students, and works alongside these students in college and school for the whole year. The relationship between tutor and student is a central factor in the flexible pattern of training which characterizes the course.

Anchor tutors cooperate in planning workshops, and in coordinating specialist knowledge from colleagues working in areas such as mathematics and physical education. The main aim of the anchor tutor is to provide continuity between theory and practice, and to help the students to draw as much as possible from their experiences in school and college.

The very nature of the task means that the tutor's role parallels that of the primary school teacher for which the students are being trained. The tutor's job is to organize, to encourage and to enable, while helping students to see how skills acquired in one situation can be applied in others. The flexibility of the course enables the tutor to respond to the needs of students, and to build on areas which seem to be causing anxiety.

The environment is specifically set up for primary teaching practice. The course is located in the primary base, the top floor of the main college building which has been remodelled to provide the right setting. Here the arrangement of furniture, the areas for display and the wide range of activities and materials can be used to demonstrate important aspects of classroom organization, and the impact of a stimulating environment.

Small carpeted rooms for seminars and quiet work interconnect with larger practical areas, equipped with resources, including art and craft materials, mathematics and science equipment, sinks and an electric cooker. The area is enlivened by displays of selected objects—skulls,

feathers, plants—which provide starting points for work of a creative and investigative nature, while demonstrating how such things can be used to stimulate observation, imagination and inquiry in children.

The course is school-based from the outset, with tutors and students working together in schools for a two week period in September. At this point the students work with small groups of children, learning about their persons, attitudes and enthusiasms, but without the pressures of class-teaching and the anxieties of an assessed teaching practice.

Students gain insight into the responsibilities and relationships involved in teaching, and begin to identify with the teacher role. This background forms a foundation for follow-up work in college, and gives students the confidence to bring theoretical analysis and reflection to bear on shared practical experiences.

Seven weeks, spanning the end of the autumn and the beginning of the spring terms, and a further six in the summer term, make a total of almost half the college year spent on school practice. Throughout this time, students are visited regularly by their tutor, who is also available outside school hours to give help and advice. During the latter part of the final practice, students are also visited by members of the professional studies advisory panel—a group of primary school advisers and university staff who have been in regular contact with tutors and students throughout the year.

The cooperation of schools and local teachers extends beyond the set periods of school experience. Visits for specific purposes—for example, to see a particular approach to the teaching of reading or mathematics—complement and illustrate work being undertaken in college. There are also plans for residential visits to the college by groups of children, who will

work with teachers, tutors and students on a study of the local environment. Heads and teachers with a particular enthusiasm or expertise to share come into college to work with students. This two-way traffic helps to release teachers and tutors from their stereotypes, and promotes productive involvement on each other's territory. It is essential for students to see how work in school and college is related; the course is constructed so that the one builds on the other throughout the year.

The college course focuses mainly on first-hand experience as the most effective means of learning. Students who may never have written a poem or painted a picture since childhood are encouraged to engage in such activities, and to gain from their own reactions insight into the nature of the challenge. Since the timetable is flexible enough to permit long uninterrupted periods when necessary, there is an opportunity for students to concentrate, perhaps over several days, at developing work from a chosen starting point.

A student could start, for example, with something as simple as a stone or a feather, and explore it through the media of descriptive writing, poetry, ink, pencil and fabric; discover its mathematical properties; or pursue a scientific line of enquiry. The results could be mounted for display, or made into a homemade book, thus incorporating handwriting practice, craft skills and an overall attention to quality of presentation.

By undertaking activities such as this, the student learns how work in the classroom can be developed from an environmental starting point, and sees the quality of work and depth of learning which can result.

Specific skills in the areas of maths, language, environmental studies and the creative arts are built up through work-

shop sessions during the year. In these sessions students concentrate on familiarizing themselves with materials and techniques, and ideas for work in school. The students within each group have pursued a variety of main courses in the previous two years, and bring to the professional year skills which can profitably be shared with others.

Students with relevant expertise join tutors in extending the range of options available in workshop sessions, and make other specific contributions. For instance, the voluntary services of able musicians make it possible for many students to begin to learn to play the guitar and recorder. The students gain a clearer picture as the year progresses of what they wish to achieve, and tutors are able to respond accordingly.

As part of the assessment pattern, students keep a "log" or record of the year's work. This may include ideas and techniques culled from school and college-based work, examples of children's work, notes on seminars, and background reading. It is essentially a personal and distinctive response, in which students comment and reflect on their experiences and observations, as a means towards shaping their understanding of teaching and learning.

The course seeks to help the students to focus productively on the experiences which the year provides. If it helps them as teachers to focus with insight on the experiences of children, whether listening to the dawn chorus at a field study centre, or grappling with long multiplication on a Monday morning, it will have helped them to become involved with children in the whole process of living and learning.

Joy James, Roger Cole and Peter Harrod are teacher tutors at Bishop Grosseteste College, Lincoln.



Local primary schoolchildren come in to work in the college with tutors and students.

What about the class teachers?

by Ray Hopkins

There has been almost total neglect of the one area central to all progress in education—the classroom. Massive and expensive research and endeavour have gone into the curriculum, into teaching aids, welfare services, major reorganization of schools, building projects and teacher training. The clear aim in all cases has been to achieve progress in education.

Sadly their impact has been slight. The reason is simple. They were too often remote from the classroom, in which teachers face two major and often overriding problems: to cover a subject examination syllabus in a meagre time allowance, and to ensure the cooperation of 30 or so active pupils in the process. These have always been formidable problems, in recent years greater rather than less. Efforts to provide solutions have been miserably inadequate.

It is not surprising that many teachers become disillusioned and disheartened at the prospect of a continuous struggle, in which the casualties are their own liberal concepts of education, and the enthusiasms and imaginative vigour of their pupils. They may feel it is a heavy price to pay for the dubious benefits of graded examination results, which at best provide only rough approximations of what they are supposed to measure.

This takes no account of the problem posed by that silent minority, who opt out from an early stage, either because the work leaves them baffled and frustrated, or because they are segregated and categorised as non-academic, non-examination or less-able. And who will know that these are synonyms for failure.

One of the reasons for this neglect of classroom problems is to be found in the hierarchical structure of the system. Once successful teachers leave the class-

room, whether as administrators, advisers or inspectors they are burdened with new work loads, which often seem unrelated to classroom problems. Their expertise becomes progressively diluted, their communication with their former colleagues increasingly tenuous.

The further promotion takes them the greater their difficulty in keeping the classroom in focus, and often the less credible becomes their presence within it. Even I.e.a. advisers and H.M. inspectors have found their once close links with the classroom increasingly difficult to maintain, as external pressures lead them to short-circuit it via the head's room or the telephone.

Other parts of the system which might have been expected to direct attention to classroom problems are teacher training and educational research. Both have seemed remote from the practical needs of teachers, though the falling has been less a deficiency of resources than a lack of effective communications. These disparate and sometimes antipathetic parts of the system have led to a generally low level of efficiency, and to some areas of abrasive conflict.

There are three areas in which major redirection seems urgent. One is curriculum development, though educational research might be a more definitive term. This has become increasingly peripheral to the classroom. The number of independent agents involved has multiplied, making coordination of results and conclusions difficult, and their propagation erratic and fortuitous.

It is not surprising that many teachers regard educational theory and debate as irrelevant. Such commendable documents as the Plowden and the Newson reports thereby fail to make the impact they merit.

This diffusion of effort and the resulting confusion are not only wasteful, but

counter-productive. If this trend is to be reversed curriculum development must become school-based. There are encouraging pointers: the work of teachers' centres; courses where theory is taken away to be tested in practice and subsequently reassessed; teacher exchanges; sabbatical years. But these are sporadic and largely uncoordinated.

It may be necessary to establish regional advisory bodies to initiate major experimentation. Membership would include teachers, lecturers in colleges and university departments, and I.e.a. advisers. Their main centre of operations would be the classroom rather than the committee room. Advisers would exercise a coordinating function, as well as that of liaison with their administrative colleagues. Their position would thus be strengthened and their expertise directly geared to educational advance.

This centring of curriculum development in the classroom is overdue, but it can only be effective when teachers are able to take full partnership in it. This is not

possible until the restraints imposed by the examination system are eased, and finally removed. In the meantime, such a focus of curriculum development would go some way to diminish the isolation of the class teacher.

The second area of redirection is assessment. Public concern over educational standards has emphasized the need for re-appraisal. Assessment has been the traditional function of H.M. Inspectors—a function seriously weakened in recent years by a reduction in numbers, and over-emphasis of the advisory functions and too heavy an acceptance of peripheral responsibilities.

Assessment of the kind needed to monitor curriculum development, and to assist teachers in the evaluation of their work, is a demanding exercise. It is hardly consistent with an advisory function, and may be seriously diluted by commitments to extraneous duties. The nature and objectives of this assessment should be the proper, and perhaps the sole, responsibility of the inspectorate. To that authority should be preserved, and its numbers strengthened to a level commensurate with the realities of such a task.

In addition to assessment as an essential accompaniment of curriculum development, the inspectorate should undertake the long-term replacement of external examinations. There are two aspects of this: the thoroughgoing involvement of teachers in the process of internal assessment—there is no doubt of their ability to do this—and the involvement of universities, professional bodies, employers, trade unions and indeed the general public in the selection of pupils for higher education and for employment. It is absurd for those most concerned and most knowledgeable to stand aside and leave the task to the

clumsy, inflexible and dubious instrument of the external examination.

The third area is teacher training. Just as curriculum development has become peripheral, the colleges and university departments have become remote and isolated from the main stream. It may be that teacher training should be made the responsibility of the schools, at least on the professional side, and that colleges should be concerned with academic training, though the content and duration of courses require the most critical scrutiny, in common with higher education as a whole.

Redirection of existing resources in these three areas would properly concentrate attention on the vital role of the class teacher. Failure to recognize this has led to the present diffusion in education, and to its deteriorating public image. The educational system moves with massive inertia: our assumption has been that it moves forward.

The central authority has never sought to exercise close control. As the agent for Government spending of more than £6,000m a year, it may now be obliged to do so. The alternative is an increase in critical comment from the market place; most of it ill-informed and ill-considered.

This reflects a lack of professionalism in education. Perhaps it is time the public in general, and councillors and politicians in particular, were made aware that while they have something to contribute to educational debate in the wider sphere of social relationships, they have nothing to offer in professional terms.

Only the central authority is able to implement a major redirection, and at the same time to deliver such a message.

Ray Hopkins is a former member of Her Majesty's Inspectorate.

The question of science

by Di Griffin and John Tunstall

When society demands that schools should produce scientists, we need to determine what we mean by "science", and what schools can do to produce scientists. An answer to these questions is fundamental to any remedy for the lack of scientifically trained people leaving school.

Few intelligent people would maintain that we would obtain more scientists by a blanket decision that science should form part of a core curriculum, and that all students should follow a science course. This would only serve to further alienate young people from a real interest and excitement about science. A "course" whether it be Nuffield or any other, will not serve the purpose without a radical change in attitude, by all concerned, regarding content and way of learning.

Science should no longer be regarded as a linear subject, dependent on a concept being learned at a given time, making the assumption that if 12-year-olds know how to weigh water, 18-year-olds will weigh atoms. Some, no doubt, will be able to do these things, but it will be meaningless unless they have developed the ability to use, and extend their knowledge from observation to hypothesis to experiment, the hallmark of scientific method.

It is critical that schools discourage the thinking that experiment is more important than hypothesis, and avoid the doctrine that apparent facts are the basis of all knowledge. These problems are inherent in a school science which concentrates upon the corpus of experience and the single observation, rather than the essence of real scientific enquiry, the building and testing of a hypothesis.

It is a system that generates minds equipped with method, that robs the work

of its romance, so that individual performance in experiment is never quite as good as in the textbook, and can the book be wrong? The important thing is not to prove the reality of things, but to bring them alive in the imagination.

If we are willing to accept some of the premises which come from this view of science, how do we create in schools environments in which children's natural powers of logic and observation, enhanced by their own experience, open mindedness and desire to experiment, are given a chance to flourish? How many laboratories have an atmosphere of life or reality, of things happening, of change and chance, the opportunity for continuing observation, accidental discovery, hypothesis testing?

In most, everything is put away when the bell goes, the lab is cleared, the experiment abruptly brought to an end, and the children moved on. Animal houses are built where the children cannot see the animals, greenhouses in far corners, equipment jealously guarded, rooms locked clean, tidy, safe and dull.

What kind of relevance does the "science" that forms many courses have for young people? Does it have to be so directed and structured that there is no time to pursue how a particular discovery affects the life of the individual, his or her peers, society? Is it really necessary for humanities to be kept separate, for teachers to regard their own specialism as sacrosanct, their department as their personal territory and guarded as such?

Does the language used have to be as offputting as it frequently is? How many opportunities are there in our schools for children to develop their own lines of thought, in, say, the English lesson, and be able to use science facilities to test an idea? Of course, this kind of flexibility causes organizational problems, but they can be overcome. The bigger problem is

changing attitudes.

We must make science departments throb with life, open up areas, make the children feel welcome, encourage the individual's line of inquiry, look for real lines of integration, be flexible or determined enough to overcome organizational problems, stop acting as if science is an elitist part of the curriculum. We must recognize that real learning stems, first, from the children's needs, and is most fruitful when the science content grows organically from their own interests.

Their natural enthusiasm, inquisitiveness, desire to know, does not suddenly die out when children reach the secondary stage. We must accept the responsibility for fading interest, look critically at the methods we use, the courses we insist they should follow, admit that our inability to allow or understand their growth kills their natural instinct.

Some facts are indisputable. Where adolescents can opt for science, they are not doing so. Where success is measured in examination results, they are not increasing. Students choosing science at higher levels of training are decreasing in number. Scientific courses are under-subsidized. Industry is not able to recruit those they need.

The reasons are complex, and many of the answers unknown. Those of us concerned with science education must show a willingness to put aside traditional prejudices, to rethink attitudes, to become more open minded—not in order to provide vocational training for an industrial society now looking towards education for a scapegoat, but because an understanding, excitement and love of science improves the quality of life.

Di Griffin is principal of Thomas Estlin Community College, Leicester. John Tunstall is lecturer in physiology, School of Biological Sciences, University of Leicester.

Handwritten note: 1980/10/16

Cause for reflection

Norman Evans on observation and counselling

CRAC Aspects of Guidance Series. Early Days. By Peter Daws. Students at Risk. By Rosemary Lee. Hobson Press. (Cambridge) Ltd. £4.00 each. 86021 059 6 and 060 X.

Few topics in education need public discussion more than the counselling of school pupils and students. Although counselling frequently arouses hostility and prejudice, unemployment, general economic uncertainty, massive reorganization of schools and higher and further education simply heighten the need for it. The way in which these two books approach the question is particularly useful for reasoned discussion because they deal with the quality of the educational experience offered, perceived and received—and the use made of it.

Dr Peter Daws's book *Early Days* is a brilliant and beautifully written account of the beginnings of counselling in English education from 1964-74. With deft economy he sets the mid-sixties stage. He identifies the strands for American and British thinking which have gone to produce by 1975 the 10 university courses for training counsellors; he disentangles guidance from counselling; is convincing about mental health being central to educational purpose. He discredits counsellors who adopt an "off centre" role and instead proposes a leadership role for trained counsellors within their schools and colleges.

Daws sees counselling as part of the development of a more tolerant society and asserts, in a telling sentence, that we need to pay as close attention to mental health as we have done to mental excellence if we accept "an important purpose of education is the identification, development and, if necessary, the reclamation of talent".

And that is what Rosemary Lee writes about in her *Students at Risk*. Kingsway-Princeton college of further education in Holborn has worked through several stages of trying to "counsel" 16-plus students who need help until it has established two systems running in parallel. One is a tutorial system for all full-time students; the other is a special system for supporting those who are not able to use the educational opportunities of the college without what is rather confusingly called a full-time tutorial course. Direct, personal, anecdotal, this interesting account is supported by case studies.

The only trouble with these two books is their price. At £4.00 each and 163 pages between them, that is 5p a page. And the *Carers Research and Advisory Centre*, as an independent non-profit making body, really ought to do better than that: these books ought to be read.

Explorations in Classroom Observation. Edited by Michael Stubbs and Sara Delamont. Wiley £5.50. 471 83481 5.

Educational research tends to get a bad press. It does not generally convince teachers in schools. The

preface to this book says "Few Teachers read it. Planning ignores it". The editors and contributors set out to avoid all that, offering a collection of pieces of educational research based on the assumption that, "one of the major failures of educational research is the almost total neglect of classroom studies—that is the neglect of direct observation of teachers and pupils inside classrooms".

Three chapters explore the pupil's end of the matter, four consider interaction between teachers and pupils through examining classroom talk. These are preceded by a critique of these research techniques, followed by a chapter which considers the application of the techniques described on a specific problem: the implementation of new teaching methods.

It is good stimulating stuff for the most part. Of course sceptics of this kind of work will find evidence to confirm their doubts. Enthusiasts will be encouraged. Doubts about the validity of interaction analysis are aired. Not all experienced teachers would agree that both teachers and researchers seem extremely ignorant of "what schools mean to pupils". Most would agree that the difficulties of new teachers arise frequently because they do not see the classroom as a setting for social action.

How far pupils' views of teachers can be validated and then help teachers to improve their teaching is a tricky question. Any teacher who reads this book likely to teach more effectively because he has thought more about the classroom.

Decision-taking for chemists

Peter Huw Morgan

The Chemist in Industry (3): Management and Economics. By M. H. Freeman. Oxford Chemistry Series. Oxford University Press £1.50. 0 19 855 498 2.

This is one of a sub-series in the main Oxford Chemistry Series and aims to introduce the economics and management of industry to chemistry students and graduates. The contents cover decision-taking, organization, methods of financial control and some project evaluation techniques. It is a short book (72 pages of text) treating a wide range of topics so that it does not attempt a detailed study of individual methods or the mathematical methods of operational research.

The three chapters on cost analysis and control, research and development and project evaluation will probably be those with the most

immediate interest for students of chemistry in giving a neat summary of how chemical production is controlled by economic necessities. The author is initially concerned with general methods for decision-taking and problem-solving using a systems approach. This particular chapter introduces a large number of new ideas and could well have benefited from application of these general methods to a particular case study; the main example is, as it stands, oversimplified and a little inaccurate. The remainder of the text is devoted to an examination of organizational structure and functions, human relations and the role of management.

Though this volume suffers a little for lack of space, the author has countered this by systematic and effective use of tables, figures and headings. It is attractively produced and well furnished with external references.

From one to maturity

Harold W. Appleton

Growth Diagnosis. By L. M. Bayer and N. Bayley. University of Chicago Press £13.60. 336 03958 7.

This is definitely not a book for class use. Published in America for doctors and paediatricians it traces statistically, and with successive photographs, the growth and development of children from one year to maturity, comparing graphically normal with abnormal growth trends.

It is intended to help in the prediction of physical development and

It explains how the varying hormone imbalance may induce physical and sexual maturity at a very early age, or delay it for many years. It compares and contrasts the effects of these variations from dwarfism to gigantism and to obesity. All stages of development from hyperfeminine to hypermasculine are described and, where relevant, the effect of these variations is related to likely behavioural patterns.

Teachers of human biology, especially if also involved in year one or pastoral care work, could find this a useful source of reference.

New Important from Canada from OISE

Innovation in School Psychology

In this collection of readings, scholars and practitioners such as Sarason, Bardon, and Hunt focus on major issues in school psychology and offer new insights into relations among school psychology counselling, special education and consultation with teachers. \$6.95

Two books, *Upper Canada in the 1830s and New France: 1713-1780* present a colourful, authentic picture of the periods through original documents. The readings deal with social, economic, and political issues, and were selected for the high school level. \$5.25 and \$4.75 respectively.

Trends in Counselling and Information Services for the Adult Learner

An extensive survey, prepared for Unesco, of the literature dealing with the provision of counselling and information to adult learners; an annotated bibliography is included. \$4.75

Women in Canadian Society

A case-study approach to the current economic, legal, and social status of women. The context is Canadian; the concerns are universal. \$2.75

Interchange

An international multidisciplinary journal of research in education. Contributors include Northrop Frye, Seeley, Bereliter, Frelindenberg, Illich, and D. Stenhouse. Concerns range from I.O., and children's rights to literacy and moral education. Quarterly subscriptions: students \$5, individuals \$9, libraries and institutions \$12, single issue \$3.

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Children's literature

Catching the idiom

Geoff Fox on Topliners

East End of Your Feet. By Farrukh Dhondy. 333 1962 6. **Who's Bill?** By Catherine Storr. Macmillan (Topliners) 40p each. **Looking for a Wave.** By J. M. Cooper. 333 1996 9. **Zoo 2000.** By June Yolen. 333 1996 5. **Bless the Beasts and Children.** By Glendon Swarthout. 333 1996 0. **Macmillan (Topliner Redstars) 45p each.**

Topliners are much more than a remarkable commercial success, despite their occasional mid-atlantic breezes ("Here, how's about hearing the latest about TOPLINERS?" demands the blurb for *Topliner Talkback*, the magazine for readers of the series). They reflect the conviction of their editor, Aidan Chambers, that story is as essential to all of us as it was to primitive communities. The series presupposes a style of teaching which leaves room for the idiosyncrasies of readers' responses; classrooms abundant and various supply of fiction as the basis of reading. Used in such a context, *Topliners* and some of their imitators, are invaluable.

Two recent additions to the list are especially interesting. *Who's Bill?* is a story in the form of a letter, in which characters are Asian and settings are urban; Farrukh Dhondy has an ear for youthful idiom and an eye for teenage culture. His narrative is straightforward, even gentle, and his vocabulary deceptively simple. The collection could provide engaging reading for adolescents of any culture, and in a multi-racial school might make for objective discussion what are actually subjective preoccupations.

Catherine Storr's *Who's Bill?* is notable in part because few writers have so far ventured from High Children's Literature ("I write for children" into series for reluctant readers where the audience must be more consciously kept in mind. The novel initially seems to be soft-centred (the heroine needs to be rescued from the clutches of the slim and Bill has wandered in from the pages of *Jackie*), and will have

its own easy attraction for numerous readers for that reason. However, the psychological shrewdness which marks Catherine Storr's earlier novels becomes increasingly evident. The central concern of the story—that attitudes which straitjacketed parents may confine children in their turn—will be recognized by many readers. The language is accessible, yet without condescension.

Topliner Redstars are a logical step in the teaching strategy. If you can dispel the initial reluctance of your reader, then you need books around which offer stronger meat. All the titles in the second batch of *Redstars* have appeared in handback in this country, though two come from the United States, one from Australia and one from Sweden. *Looking for a Wave* is marred by a slightly moralistic authorial stance. A welcome factor, however, is that the story is about adults; if one of the processes in the testing out of alternative ways of behaving and feeling. The short stories in *Zoo 2000* will help to meet the demands of SF addicts.

Bless the Beasts and Children is in some ways the most memorable of the novels, yet it prompts an anxiety that *Redstars* have not yet quite got things right. The climax of the book, in which a group of boys turn loose some buffalo marked down for sportsman's slaughter, is true that our teenagers sometimes seem to find the language and wit of American writers, immediately appealing (though cold as a witch's lip), may give pause to some "imaginings"; but the foreign elements in this book—and to an extent in the other novels—could pose some problems. Full enjoyment of the early chapters depends upon a knowledge of the arcane barter of an American summer camp, and the reader needs at least some sympathy with the interesting adolescent psychiatric disturbances which are the focus of the novel, together with many American writers for young adults.

Redstars are unquestionably worth a place in the class library. No doubt the list will be further strengthened as more writers of the calibre of Catherine Storr are persuaded to contribute.

Paperbacks

Masters of arts

Arts in Society, edited by Paul Barker. (Fontana £1.50) is the reward for one's statistics. Collected essays concerned with ephemera become ambiguously ephemeral themselves (where is David Cassidy now?). The clash between technology and the human idealism of the present, reflected in occasional uncertainty of stance: descriptive or evaluative?

The editor rightly says mass media handle politics poorly, sex well. Revealing confirms Angela Carter as the sharpest of feminist writers, literate and subversive on the cultural meaning of female experience, proving that "the revival of red lipstick indicates that women's sense of security was transient". Valerie Grosvenor Myer

William Morris: Romantic (or Revolutionary), by E. P. Thompson (Merlin Press, £3.00). This exhaustive biography is a lesson in how luck of proportion reduces a subject it is intended to exalt. Morris was unquestionably great, but the truth of his intellectual and artistic development make tedious reading.

Mr Thompson, moreover, has another fish to fry, the exhibition of Morris as the pupil of Marx. This sort of competitive primary taste-front drive. This has not prevented less than enough in power politics, is here insupportable, where correctness is all and provenance indifferent. Interest centres on the use of ideas on their development: only a first-hand pupil does justice to (he goes beyond) a first-rate master. Mr Thompson's approach diminishes him. Pierre Vatter

Modern Movements in Architecture, by Charles Jencks (Penguin, £2.95). Genefication before the masters is not an attitude in which to catch Charles Jencks. Good-humoured irreverence characterizes an account of modern architecture which constantly puts modern buildings to the test. Sacred cows like the celebrated purity of Mies van der Rohe's style take a battering, whilst overlooked successes by lesser men are recognized.

Less-known but successful architecture by Irving Gill and the Greene brothers finds appreciation in Reyner Banham's *Los Angeles* (Penguin, £1.75). Seventy miles square, the product of peculiar circumstances, this most mobile of cities is unique. Although the motor car is as recent there as anywhere else, Los Angeles' exceptionally even, thin and homogeneous spread has permitted the relatively painless growth of the extensive freeway system that many people epitomize its character.

Just as earlier generations learnt Italian in order to read Dante in the original, Banham learnt to drive in order to read Los Angeles. The freeway system is a distinct place, the author's four ecologies, and the bit of ground-level road to the house is experienced as hardly more than a sort of competitive primary taste-front drive. This has not prevented a rich, varied architecture. On the contrary, in housing few cities can offer such a successful record. It is not quite the paradise that some would claim for it, Banham's enthusiasm makes this reader want to take the next flight out.

Michael Clarke

Fossils and mountains

R. C. Vernon

The Children's Annual 1976: Prehistoric Animals. Field Enterprises Educational Corporation £5.75. 7166 0676 3.

Written for infant and primary ages (to whom it will be an exciting introduction to the world of the past) this book will, at the same time, be a boon to a harassed father with an inquisitive child.

Despite the simple straightforward language, with words and terms fully explained, no attempt is made to write down to the reader, so that any adult may well find it relaxing, and even compulsive reading. When in search of information on any subject, the possibility of using good children's books as sources of information should not be ignored—and this is one of them.

A brief tribute to Mary Anning (famous for her work on ammonites and the Ichthyosaurs at Lyme Regis) is followed by some short but excellent chapters on the formation of fossils, a warning about the many things we cannot know and the manner in which continental drift can explain how marine animal fossils can today be found high in the mountains. The bulk of the book is naturally devoted to the procession of life right up to the extant animals hunted by our ancestors.

The illustrations are excellent and well chosen and the comparison of sizes with children of the age for whom the book is intended is a nice touch. A summarizing chapter "six hundred million years of life" is a well-laid-out and easy-to-follow source of reference.

Insect culture

Harold Appleton

How Insects Live. By Walter Riney. Elsevier (Penguin) £4.50. 7200 0020 6.

This beautifully produced study is volume five of a series describing the behaviour and ecology of the animal kingdom by a university lecturer in zoology, who specializes in entomology.

The contents include a consideration of the enormous variety of form in the insect world, together with the evolution, locomotion in air and

on land, feeding and all the other characteristics of living things. Social insects, communication and navigation are described, and finally some of the inter-relationships between insects and man are discussed.

While the superb colour photographs will be appreciated by both children and adults, the text starts at approximately O level standard and would be useful background reading at A level; the book would be a useful addition to any school or departmental library.

Who said Friday the 13th was unlucky? (IT WASN'T ME!)

GOSFORD HILL SCHOOL, KIDLINGTON, OXFORD. has just won THE COMPLETE PUFFIN COLLECTION as FIRST PRIZE in the 1977 SCHOOLS PUFFIN COMPETITION. And we wouldn't call winning over 700 books unlucky! SECOND PRIZE—a fairly fortunate £200 worth of Puffins—goes to: CONON PRIMARY SCHOOL, CONON BRIDGE, ROSS-SHIRE and THIRD PRIZE—a still-not-doing too-badly £100 worth of Puffins—has been won by: ST ANNE'S PRIMARY SCHOOL, HYLTON ROAD, PENNYWELL, SUNDERLAND

Our congratulations to these three schools. Our thanks and commiserations to the thousands (yes really!) of others who entered. The overall standard of the entries was so high that we found it nigh impossible to select only three. Unfortunately, the winning entry—concerning the adventures of Jack Holborn, or Black Jack as he was known after wearing his mourning suit for all *The Summer After The Funeral* of his late wife, Heidi—is too long to reproduce here in full. Here, however, are a few Little Plums for your amusement:—

"I suppose one of *The Little Women* has put you on a job," said Annie swinging *A Bag of Books* in a small lethal arc. "It's a Mr. Meebles, but call him George. He's likely to get a bit *Obstreperous* if you call him Meebles," Jack replied. "He deals with . . . or *Mouse Trouble*." What he really meant was that he was a rat catcher, but Jack thought twice about saying so. Jack piloted *The Little Car*. There was *Nowhere To Stop* for streets and *Work on the Cateys* project did not help. Marbles in the road indeed. . . . *Jim Davis* wouldn't like that and in this weather he was going to become a *Devil-in-the-Fog*. "Er, would you order for me?" she asked, smiling again. "My friend Mr. Loakey tells me you are the *Peter Pan* of French cuisine." "What did you think of the Food?" "The *Fish* was nice," Nancy answered idly. "Um . . . *Fish is Fish*. Personally I thought it tasted as though someone had thrown *Ginger Over the Wall* of the kitchen."

Our congratulations to Gosford Hill School once again—and the rest of you look out for our 1978 competition!

A NEW Maths Adventure for 12 to 13 year olds

MATHS ADVENTURE 5

Jan Stanfield illustrated by Anna Potworowska

The Maths Adventure course Combines the best of traditional and modern maths and is firmly based on number work

Maths Adventure 5: Completes this highly successful and inexpensive course for the 5-13 age range

Ensures that the difficult transfer from primary to secondary work is made as easily as possible

Develops key topics such as algebra and transformation geometry while consolidating basic number work

Secondary, Middle and Primary School maths teachers should all know about this important new stage in a course which really works, so send for an inspection copy by using the coupon below.

Pupil's Book 0 237 29085 5 £1.35
Activity Book 0 237 29087 1 50p
Teacher's Book 0 237 29086 3 95p each limp, illustrated.

Return to: Inspection Copy Dept., Evans, Montague House, Russell Square, London WC1B 6BX

Name _____
School _____
Please send me inspection sets of Maths Adventure 5.



First science

Henry Pluckrose

Focus on Air. 0416 82410 2
Focus on Oceans. 0416 82390 4
Focus on Earth. 0416 82400 5
Focus on Water. 0416 82380 7
By Angela and Derek Lucas. Methuen £1.35 each.

It is strange how the teaching of science has been ignored by the majority of our primary schools. The arts, environmental studies, creative English, new maths have all flourished as teachers discovered that children could conceptualise and then respond to the demands that the new approaches made upon them. But science—despite professional heart searching and political entreaty—has somehow failed to become fashionable.

Indeed, so few of the schools I have visited in recent years (in Britain and abroad) remain in my memory because of the quality of their science provision that I wonder whether I will see any dramatic improvement in my lifetime. It's not that teachers don't care . . . books and kits litter display areas; rabbits, gold fish and potted plants abound. But it seems as if we don't know how to use the very environment in which the children live to extend and vivify our teaching.

This new series of books might begin to correct the imbalance for they effectively relate science to life. Water, for example, is presented as a force in the child's world rather than as a cycle of precipitation, evaporation and condensation. We need air to breathe but we also need to be aware of its nature and composition if we are to use it to cool machines or to fly through it in a supersonic jet. The sea will give us food and energy—but we need to think of conservation as much as consumption if we are to preserve our environment for future generations to use and enjoy.

Each of the books is illustrated in full colour. The pictures supplement but never overwhelm a comprehensive and readable text. A set of simple experiments and an index complete each volume making an almost faultless presentation for the seven to nine-year-old.

A Colour Atlas of HUMAN ANATOMY

R. M. H. McMinn M.D., Ph.D.
Sir William Collins Professor of Anatomy and

R. T. Hutchings
of the Institute of Basic Medical Sciences, Royal College of Surgeons of England

Here, for the first time, is a colour atlas containing over 700 full colour life size photographs of dissections of the entire human body. Existing textbooks usually rely on diagrams and drawings for illustration but *A Colour Atlas of Human Anatomy* bridges the gap between these and the reality of the dissecting room.

The book is designed to aid the student in learning and revision. Photographs are labelled by overlying numbers which do not obscure details and the numbered keys may be covered for study purposes. Arranged in logical chapter groupings from the head to the toes, the photographs show surface appearances, superficial and deep dissections, casts of important arteries and veins, and detailed studies of the bones.

For students of art, biology, physiotherapy, as well as medicine this book will be a revelation. We believe it is destined to become a standard reference work and will add a new dimension to the teaching of human anatomy throughout the world.

720 colour photographs 12 1/2" x 10" 352 pages £15.00

Wolfe Medical Publications
10 Earham Street, London WC2H 9LP

Japan Co Life

Classified Advertisements

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Teachers wishing to apply for a post in Scotland should apply to the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh 8) for information about eligibility for registration to the Council.

headship

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following school:

MICKLEOVER JUNIOR SCHOOL
283 Children Group 5

Closing date 27 May, 1977

Readvertisement—previous applicants need not re-apply as their applications will be considered.

Application forms and particulars for the above post (s.a.s. footscap please) from the Director of Education, County Offices, Matlock.



Inner London Education Authority

Headship

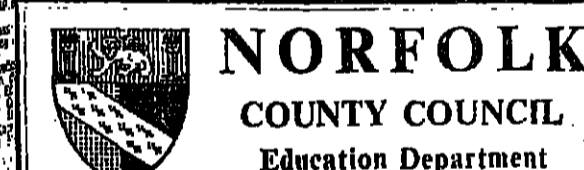
EARLSFIELD (JM), Tranmere Road, SW18

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following school:

CARTON (I) SCHOOL, Grafton Road, NW5

Application forms and particulars for the above posts (s.a.s. footscap please) from the Director of Education, County Offices, Matlock.

Please send a self-addressed footscap envelope for application form and further details to the Education Officer, 80/TS10, County Hall, London SE1 7PB. Closing date for return of completed application form 27th May. Please state for which post you are applying.



HEADS

1. Forncett V.A. Primary School (Group 1) (Applicants for this post should preferably be communicant members of the Church of England).
2. Hilgay Ten Mile Bank C.P. School (Group 1) Application forms and further details can be obtained ONLY by sending a stamped, addressed footscap envelope to County Education Officer, County Hall, Norwich NR1 2DL.

DEPUTY HEADS

1. St. Johns First (R.C.) School, Norwich (Group 4) (Applicants for this post should be practising members of the Roman Catholic Church)
2. Aliborough C.P. School (Group 3) Application forms and further details obtained ONLY by sending a stamped, addressed footscap envelope to the Area Education Officer, 7 Park Lane, North Walsham.
3. Attleborough First School (Group 6) Application forms and further details obtained ONLY by sending a stamped, addressed footscap envelope to the Area Education Officer, Caustantyn Way, Thetford.
4. Felwell V.C. Primary School (Group 5)
5. Terrington St. Clement Junior School (Group 3) Application forms and further details obtained ONLY by sending a stamped, addressed footscap envelope to the Area Education Officer, St. Margaret's House, King's Lynn, Norfolk PE36 8JL. Closing date for all applications—May 31st. Removal expenses payable in accordance with the Authority's scheme.

PRIMARY Headships continued

GLoucestershire
Applications are invited from experienced and suitably qualified primary teachers for the headship of the following schools:

CLWYD
County Durham
Required for September 1977:
HEAD TEACHER
Application forms and particulars for the above post (s.a.s. footscap please) from the Director of Education, County Offices, Matlock.

HAmpshire
Applications are invited from experienced and suitably qualified primary teachers for the headship of the following schools:

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HAmpshire
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headships

Applications are invited from experienced and suitably qualified primary teachers for the Headships of the following Schools:

BIGGIN C OF E (CONTROLLED) PRIMARY SCHOOL, NR HARTINGTON
57 children Group 2

MARSTON MONTGOMERY PRIMARY SCHOOL, NR ASHBOURNE
33 children Group 1

ROSLISTON C OF E (CONTROLLED) PRIMARY SCHOOL, NR BURTON-ON-TRENT
109 children Group 3

PEAK FOREST C OF E (CONTROLLED) PRIMARY SCHOOL, BUXTON
59 children Group 1

SHREBROOK ST JOSEPH'S RC (AIDED) PRIMARY SCHOOL
140 children Group 3

KIRKLANGLEY C OF E (CONTROLLED) PRIMARY SCHOOL, NR DERBY
45 children Group 1

Closing dates May 27, 1977. Application forms and particulars for the above posts (stamped addressed footscap envelope, please) from the Director of Education, County Offices, Matlock.



HEAD

Thurrock Area—Re-advertisement
WOODSIDE COUNTY PRIMARY SCHOOL
Grange Avenue, Little Thurrock, Essex, RM16 4AJ (Roll 426) Group 6

For this Junior Mixed and Infants School with effect from 1st January, 1978.

HEAD

Basilidon & Brentwood Area—Re-advertisement
EVERLEY COUNTY PRIMARY SCHOOL
Plesea, Basilidon (240 places) Group 4

For this new Junior & Infants School with effect from 1st January, 1978, or earlier if possible.

HEAD

West Essex Area
SHEERING C. OF E. (V.C.) PRIMARY SCHOOL
Sheering, Bishop's Stortford, Herts (Roll 154) Group 4

For this Junior Mixed & Infant School with effect from 1st January, 1978. Closing date for these three posts: 3rd June 1977. Application forms and further details of these posts may be obtained from the County Education Officer, PO Box 47, Market Road, Chelmsford.



County of Cleveland

PRIMARY SCHOOLS

HEAD TEACHER (Group 5)

OXBRIDGE LANE JUNIOR SCHOOL
Oxbridge Lane, Stockton, Cleveland TS16 4DA
Applications are invited from suitably qualified and experienced teachers for the above post which will become vacant from September, 1977. The school serves a widespread catchment area of varied pre and post-war housing and is located on the same site as the corresponding Infant School.
Closing date 27th May, 1977.

DEPUTY HEAD TEACHER (Group 4)

ABINGDON INFANT SCHOOL
Marion Road, Middlesbrough, Cleveland TS4 2EL
Applications are invited from suitably qualified and experienced teachers for the above mentioned post which will become vacant from the beginning of the Autumn Term, 1977. The school is well established and has been designated as a Social Priority School.
Closing date 3rd June, 1977.
Financial assistance with household removal expenses is available in approved cases.
Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 8BN.

London Allowances payable. 75% removal expenses and some assistance with accommodation in appropriate cases.



Nursery Education

NEWCASTLE upon Tyne
EDUCATION COMMITTEE
MONTAGU INFANT SCHOOL
NURSERY LEACHER, Scale 2
Required for September, 1977. A suitably qualified and experienced teacher for appointment to a scale 2 post for the Nursery Unit (10 places) at this county infant school.
A Social Priority Allowance is payable (100% of 2076 per annum) subject to the continuation of the social priority scheme.
Application forms, obtainable from the Director of Education, Newcastle upon Tyne, 100, Eldon Square, Newcastle upon Tyne, NE1 7PL, to be returned to the Director of Education, Newcastle upon Tyne, 100, Eldon Square, Newcastle upon Tyne, NE1 7PL, by 27th May, 1977.

NEWCASTLE upon Tyne
EDUCATION COMMITTEE
WEST WALKER INFANT SCHOOL
NURSERY LEACHER, Scale 2
Required for September, 1977. A suitably qualified and experienced teacher for appointment to a scale 2 post for the Nursery Unit (10 places) at this county infant school.
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NEWCASTLE upon Tyne
EDUCATION COMMITTEE
BIMONSIDE INFANT SCHOOL
NURSERY LEACHER, Scale 2
Required for September, 1977. A suitably qualified and experienced teacher for appointment to a scale 2 post for the Nursery Unit (10 places) at this county infant school.
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Application forms, obtainable from the Director of Education, Newcastle upon Tyne, 100, Eldon Square, Newcastle upon Tyne, NE1 7PL, to be returned to the Director of Education, Newcastle upon Tyne, 100, Eldon Square, Newcastle upon Tyne, NE1 7PL, by 27th May, 1977.

NEWCASTLE upon Tyne
EDUCATION COMMITTEE
VALUETTES FIRST SCHOOL
NURSERY LEACHER, Scale 2
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NEWCASTLE upon Tyne
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STAFF NEEDED FOR NEW CHILDREN'S CENTRE

Are you keen to break down the differences between the day care and education of the school children? Keen to work in a team with teachers and others who will meet the needs of a year-round group with help from the Home Office, by opening an employer-subsidized children's centre in Central London, with capacity for 40 children, with a view to providing a day care and education for 3-5 year olds who will share the same hours holiday play care between 9.30 and 5.00 pm inclusive in London W1C 9JG. Apply to David Goo, Kingsway Group, c/o TUC, Bristol House, 100, Strand, W.C.1. Closing date 28th May 1977.

WALTHAM FOREST
EDUCATION OFFICER, Scale 2
Required for September, 1977. A suitably qualified and experienced teacher for appointment to a scale 2 post for the Nursery Unit (10 places) at this county infant school.
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WALTHAM FOREST
EDUCATION OFFICER, Scale 2
Required for September, 1977. A suitably qualified and experienced teacher for appointment to a scale 2 post for the Nursery Unit (10 places) at this county infant school.
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BEDFORDSHIRE

LEATH V.A. PRIMARY SCHOOL
Headship of this Group 4 Infant School, Leath, Bedfordshire. Applications are invited from experienced and suitably qualified primary teachers for the headship of this school. Salary in accordance with the current scale for the post. Closing date 31st May 1977.

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DORSET COMMERCIAL SUBJECTS

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METHUEN COMMERCIAL SUBJECTS

LALING COMMERCIAL SUBJECTS

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Not kids' stuff

Carolyn O'Grady on two adult reading schemes

A good job. 40p. He wants to drive. 40p. Day after day. 40p. A night out. 55p. The weekend. 55p. By Kathleen Berman. Grail Publications. Mick's Day. By Susan Dennis. Rose are nicer than tomatoes. By Bethelina Joseph. Centerprise Publications 12p each.

These two sets of books illustrate clearly some of the problems involved in writing for adults rather than children with reading difficulties; they also indicate a solution. The Hackney Reading Centre books, which are written by adults who are succeeding in learning to write, contain barely 100 words apiece and yet are obviously and delightfully about a life which the authors know intimately. Even in such a short space they convey the joy of writing.

The author of the Grail series, on the other hand, who is a remedial teacher, relies mainly on stereotypes and clichés for dialogue and characterization and is too fixated on the didactic purpose of her books to provide an interesting story and stimulating prose.

The worst cliché in this series is probably in the characterization of the two main characters, Ken and Sally, which reads like a stereotypical, and outmoded stereotyping at that.

Ken, a van driver, doggedly pursues Sally through two books. He persuades her to go out with him, gets her a new job, suggests that she moves away from her domineering mother, and in other ways decides what is good for her.

Sally resists his advances with flirtatious charm—"If you want to know my name you'll have to find out" followed by "What a cheek!" when he does—and when he takes her on a trip to Brighton grumbles constantly because her new shoes hurt. Later she sits in a café while he changes the wheel of the car.

Ken accepts it all with amazing graciousness. "Sally has been grumpy a lot of the time. Everybody has ups and downs. He knew that, and he still liked Sally, but was it going to last?" Frankly, one could not care less, there is so little that is real in the description of the relationship.

A major reason for the monotony of the style is the author's determination to produce a graded reader, and apparently to repeat key words at least twice in the same paragraph.

"He was a van driver. The job was still new to him, but he was beginning to get the old feeling again. The old feeling of being fed up with the job. Ken was fed up."

Adults learning to read and write need better material than this if they are to feel that all the work they do is worthwhile. They need to read about people and situations they can relate to in a language which is authentic. If this can be combined with a graded vocabulary and a lot of repetition so much the better, but Miss Berman has not achieved the primary objective.

Roses are nicer than tomatoes and Mick's day are strong, simple stories, written by two women who have been attending the Hackney Reading Centre for about a year. The stories are lovingly written about something the women care for and the illustrations fit the tone excellently. The books should not only help an adult learning to read and write with his or her vocabulary, but also illustrate that any situation or event can be the stuff of writing.

One small point about both series: none of the books looks like adult reading books, though only the Grail Centre claim that their books are designed to. It must be important to most adults who are backward readers that the material they are seen to be reading does not look like kid's stuff.

Budgets, costs, graphs

P. C. Davey on mathematics in remedial teaching

During the past 20 years there have been new departures in mathematics, enhanced activity by the professional bodies, and widespread experimentation in teaching approaches, which have led with teacher collaboration, to new series of text-books. All these have affected school procedures. Concurrently, an intensification of in-service training together with examination innovations—all proceeding against a background of shortage of mathematics specialists—have contributed to the confused pattern so evident in today's teaching of mathematics. Moreover, new forms of organization have necessarily been devised to accommodate a patchwork reorganization to comprehensive schools.

Here, a first concern must be to distinguish the particular role assigned to mathematics in its contribution to the general aims of schooling. No firm answer emerges. Though much of the former significance is maintained, the content is far less assured or consistent than ever before. Most would agree that examination requirements still remain dominant factors in reconstructed mathematics syllabuses. However, the recent acceptance by an increasing number of teachers of mixed-ability classes as continuing teaching units has focused fresh attention on developing aspects of individual skills and values. Again, agreement is lacking.

In isolating the more specific concern for the state of remedial mathematics teaching and the treatment of slower learners, the lack of uniformity is no less striking. Virtually all schools offer at least lip service to the need for special care, but very few of the available series of books do much more. In some schools the mathematics head of department is responsible for mathematics courses at all levels; in others, a head of remedial department plans all the basic work of remedial work and slow-learner groups. He may retain mathematics as a separate subject, but often integrates his selected mathematical material through projects within the overall scheme. Experienced teachers in this sector are sometimes encouraged to develop their individual approaches. Many establish close rapport, but the measure of their success is all

too rarely known beyond their own school. Normally, within a well-founded remedial section, suitable equipment, including instruments, tools, visual and practical aids of all kinds, reference material and a thoughtfully selected library enrich the interpretation of a carefully planned scheme of work.

Apart from the personality of the teacher, what elements most often contribute to success? Indispensable in remedial work is the careful analysis in selecting suitable mathematical content at all stages, but no less important are analyses of individual pupils' learning difficulties and the causes of unfavourable attitudes to the subject. Such analyses are but preliminaries to ensuring that the presentation will be at an appropriate individual level. Discernment of this must involve both the level of mathematical achievement and the capacities to read with understanding and to communicate verbally and in writing. Nor does consideration end there, for it seems clear that lack of success more often derives from a combination of personal and social inadequacies than solely from intellectual shortcomings.

Accepting this, a course devised for slow learners will demand selection and pruning of content. It will not only tap, but should make more meaningful immediate out-of-school experiences, and it will go on to anticipate future needs. The combination of personal and social techniques appeals to mathematicians, but realism demands that, for really slow learners, both need at least temporary limitation.

But where can teachers find continuing support and guidance for a complete mathematics course for slow learners? Ideally, it exists in a department led by a skilful enthusiast. Yet many are unable to rely upon this, seek elsewhere, and are defeated by the paucity of series written solely for the slow learner. At least, attention can be drawn to one such set, presented at the slow learner's level of understanding, yet avoiding puerilities. This series—*Mathematics for Life*, by Norman Moore and Alec Williams (Oxford University Press)—is planned for slow learners from 10 to 16+. Admirable support for the teacher is assured by an illuminating teacher's book, central to the course. It shows the view that "social mathematics" through "social mathematics". While neither fragmentary nor essentially narrow in concept, the programme uses only a limited number of mathematical skills in

depth, but these are reinforced through a wide variety of situations. Frequent experiences, actual or simulated, are planned, and it is insisted that each problem must first be meaningful, by reading and discussion. From the start the scheme assumes that conceptual reading has been assured—and a large appendix suitably refers to the work in this field. It also assumes the ability to add and subtract and another appendix examines the contribution to this of structured apparatus. It presupposes a comprehension level of at least eight years.

The scheme is planned at three age levels: series A also in Series B 12 to 14; Series C 16. In each series there are 32-page pupils' books. The A series introduces a number of children living in a council house on a housing estate. They go to the science develops. Each book includes 16 illustrated problem situations, in which the mathematics activities of the children and parents are followed. An only mathematical development is inherent in both A and B, while no new mathematical ideas are introduced in Series C. In the sequence followed of obvious advantages, guidance, suitable exercises to the other themes introduced with the theme of learning to give, and the feelings of greed, cruelty, sorrow and happiness were easily identified by the children, and the movement workshop which followed was based on gestures and themes from the dance. Each child also received a booklet with the story and pictures to colour in.

The enjoyment of a live dance performance and participation in the workshop created an immense sense of achievement for the children. At the same time the activity built up a movement vocabulary so that children with little or no spatial awareness learnt about body parts and discovered new words like "up", "down", "forwards", "backwards". Many children who found relationships difficult were able to

Rosie and the King

Anthony Peppiatt and Michael Mervitzer

Ludus, a dance-in-education company based in Lancaster, was formed in 1975 and its primary aim is to bring dance as a performing art into schools throughout the north-west, relating dance to the child's own experience and making the content of the dance programme relevant to the school curriculum. Dance programmes are tailored to an age group or ability range, each one consisting of a performance followed by a discussion/dance workshop, with accompanying resource material for the teacher, and, in selected schools, follow-up dance workshops at a later date.

In autumn 1976 (with financial assistance from the Arts Council) the company began to devise a programme for special schools. Members of the company visited a variety of such schools in the north-west including those for the BSN, SSN, physically handicapped, autistic and maladjusted.

A simple story, "Rosie and the King who wanted Everything", was developed into a performance lasting 25 minutes which employed a combination of basic movement, mime and simple dance techniques. A simple set and brightly coloured costumes and props were made.

The extremes of emotions—the theme of learning to give, and the feelings of greed, cruelty, sorrow and happiness were easily identified by the children, and the movement workshop which followed was based on gestures and themes from the dance. Each child also received a booklet with the story and pictures to colour in.

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work in groups, cooperating with one another and with teachers. The head of a school for maladjusted boys asked for this work because he felt that dance could help his children with reading. In schools for the physically handicapped, teachers were extremely enthusiastic about the work; children were quite severely handicapped and in wheelchairs were able to join in workshops with as much enthusiasm as those who had greater control of their limbs. Approximately 35 schools were visited during last December and January and the project received local BBC TV coverage. Return visits were made to some schools in the spring for follow-up workshops of movement and dance. This follow-up work confirmed the value of the dance programme.

Teachers have continued with class work based on the project; for example, in one school, where the majority of the children have language difficulties, they re-lived the story and discussed the characters both in written work and verbally and expressed their feelings in art work. In some schools children related the colours of the costumes to the characters' movement. One of them wrote: Red is a busy, bright colour. It reminds you of a flame flicking and jerking in a fire. Things in a hurry are often red like a fire engine or a red flashing light. The Queen suited red. She had a fiery nature, always rushing, moving from one place to another, on and off the floor like a candle flame.

Learning to learn

Scamus Hegarty

Teaching the Educable Mentally Retarded Children. By Oliver P. Kolstoe. Holt Rinehart and Winston. 03 089724 6.

Mental retardation is defined here in terms of thinking rather than learning. Poor learning performance is a result of the condition of retardation, but retardation itself is characterized primarily by restricted thought processes. The state is a chronic one. Those who fit into it lack the capacity to organize or process thought in other than a concrete level. In the current state of knowledge we are unable to rectify such deficits. We can only accept them and build within the constraints they imply.

This view of mental retardation leads to fairly specific educational programming. Kolstoe sets out appropriate objectives for the education of mentally retarded young

people. These are developed in terms of developmental levels and content areas. The main part of the book is then devoted to the means whereby the detailed behavioural outcomes are to be achieved.

Within its chosen framework this book is admirable and has a wealth of detailed guidance for the teacher of the mentally retarded. Its weakness—and it is a major one—is the assumption that mental retardates can be identified simply by means of intelligence tests. This is just not the case. Children with IQs between 50 and 70 do not constitute a homogeneous group with regard to either thought processes or learning ability. Experience with immigrant and disadvantaged children has made that abundantly clear. This means that a range of widely differing teaching strategies will have to be employed. Kolstoe's programme is suited only to a section of these children; to rely on it exclusively would be a disservice to many of them.

A shot of imagination

Anthony Locke

The Educational and Social Needs of Children with Severe Handicap. By Mildred Stevens. Edward Arnold £5.50. 7131 4265 0.

This is the second edition of a book originally published with the title *Educational Needs of Severely Subnormal Children*. It has been brought up to date with recent literature and research; the emphasis now is on advice gleaned from the practical experience of teachers. Activities are suggested to stimulate interest and development in the mentally handicapped; this information will be helpful both in the pre-verbal and the verbal stage in en-

couraging the handicapped child to list with fun. There are hints on making a dressing-up area better structured, improving classroom shopping areas, and nature and music tables.

Sound guidance is given on the education on the 16 plus age range and there is a good section on a young teacher's achievements in using a holiday flat and how some schools arrange for adolescents to attend colleges of further education to join normal young people in practical pursuits. This book will be of value to parents and to instructors in adult training centres where work is often so lamentably unimaginative.

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Characters with which they can easily identify, situations in which they can readily see themselves, backgrounds they can understand, make *Sprint Books* enjoyable for older pupils who need basic reading practice. Written by practising teachers, *Sprint Books* have a simple style and a carefully restricted vocabulary.

Full details of *Sprint Books* and other Nelson remedial material is given in the 1977 *Nelson Remedial Catalogue for Secondary Schools*. This catalogue includes information about readers, phonic practice books, mathematics, English, geography, sociology and science resources, a spelling and a handwriting scheme; and the Nelson "You Need" books for the young school leaver *Basic Skills You Need*, *Home Economics You Need*, and *Maths You Need*. Please fill in the coupon below if you would like to receive a copy of this catalogue.

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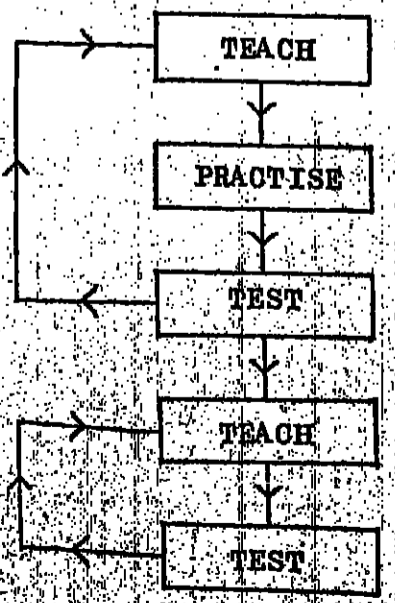
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teachers' estimates of children's ability. The original materials have been altered somewhat and led out on children from different ethnic backgrounds. The underlying rationale is based on the notion of learning ability rather than intelligence. Instead of measuring what a child knows or has learnt already, the aim is to assess his capacity to learn, his ability to respond to teaching.

This means that the format of the tests is a little unusual. In outline, the materials are designed according to the following model.



The child is first taught a simple task, and then practised on related material until the instructions have been understood. Testing then proceeds with each test trial preceded by further teaching. This procedure enables one to distinguish entirely with verbal instructions—an essential requirement when testing immigrant children. It also helps to gauge to a certain extent the amount of relevant prior learning experience.

There are five sets of material in all, each constituting a separate subtest which requires the child to grasp different aspects of the ability to learn. Thus the number series subtest requires the child to grasp the principle of seriation from examples constructed in front of him by the tester and to construct series of his own given the opening steps. In the concept formation subtest the child has to sort sets of objects according to various perceptual characteristics—colour, size, shape, texture, edges.

Given that the materials look good and seem to conform to many of the requirements of culture-fair testing, the key questions are whether they work in practice and whether they are an improvement on existing tests. To answer these questions we chose a national sample of 400 children of immigrant extraction; our materials and a short form of the WISC were administered to each; a year later were administered attainment tests.

The purpose of this was to see if our materials predicted well to subsequent school attainment and if they predicted better than the WISC. In each case we had a positive result. Our new battery of

tests did predict well to subsequent achievement and it did so statistically better than the WISC. The composite correlation between our tests and the criterion measure was 0.76, the corresponding figure in the case of the WISC was 0.58. The same differential in favour of our battery was shown by regression analyses, both in terms of explained and the order of variance explained are picked out in a wise analysis.

Final work on these materials and an associated set for use by teachers in the classroom is intended to give diagnostic information to guide remedial teaching as well as to act as a rough screening device in the absence of other suitable forms of assessment.

It should perhaps be emphasized that neither set of materials is in any general way. They are offered as a guide in the majority of those children for whom existing tests are unsuitable. In the first instance, immigrant children of those recent immigrant extraction. The tests also include children who are linguistically deprived, who have been through hearing impairment, poor environment or whatever. All of these children it is hoped that the new tests will be a useful supplement to existing tests here in the area. Further information can be obtained from LAT Project, NFER, The Mero, Upton Park, Slough, Berks.

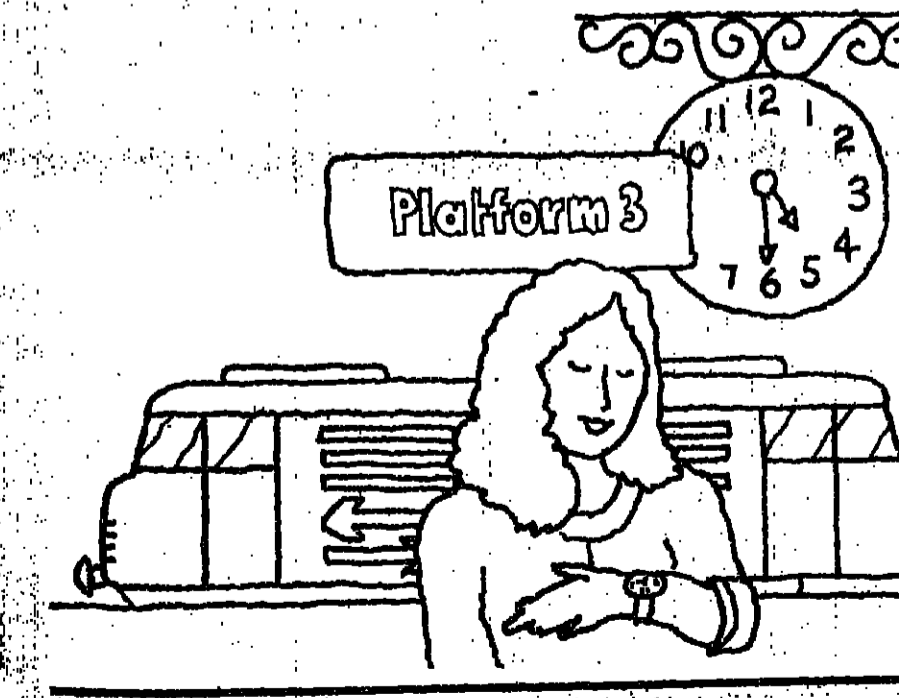
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This report of an intervention programme for young children in a disadvantaged area of central Dublin was funded jointly by the Bernard Van Leer Foundation and the Department of Education of the Irish Republic. It compares the characteristics of the children who had participated in the pre-school programme with those of a similar group who had not taken part in such a programme. £4.75

Spontaneous Play in Early Childhood

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A well illustrated book gives an outline of the main types, functions and developmental stages in the spontaneous play of normal infants and young children. It also discusses, in clear language, the correspondences and differences in the play of handicapped children. An extremely helpful companion-volume to Children's Developmental Progress by Dr. Sheridan. £2.50
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Shapes of understanding

Gillian Thomas on the Bliss Symbol system

"The policeman with no hair." That is how Kajak was described in Bliss Symbols by 14-year-old Nicholas, a pupil at Heathfield Day Special School, Fareham, Hampshire. He has little speech because of ataxoid cerebral palsy, but the special Bliss Symbol system enables him to communicate.

Potentially as important as Braille is for the blind, the symbols enable children with speech difficulties to communicate with anyone they wish—teachers, parents, friends. All they have to do is to point to a symbol on a special chart. The meaning of each one is written beneath it, so any normal person can see immediately what is being expressed; then, in turn, he can point to a reply. Thus, unlike sign language, the system does not require everyone using it to learn the meaning of all the symbols.

There are 50 basic shapes. They can be combined to express anything, including abstract ideas; they are very simple and highly pictorial. For example, a heart represents words to do with feelings, a large circle is the sun, and a small multiplication sign indicates much. Many are arranged on the chart in horizontal and vertical lines in a left-to-right progression. This enables sentence-structure to be followed.

For instance, interrogative signs (which all incorporate a question mark) precede nouns; these in turn are followed by verbs and adjectives—and then more nouns. Each column is coloured; nouns are yellow, verbs green, adjectives and adverbs blue, and prepositions white.

Children are introduced first to 30 basic symbols. Then they progress to work on a chart of 100, later moving on to one of 200 and finally to the largest of 400. Work is currently in progress to produce one of over 500.

About 100 non-communicating children in various ESN(M) units and schools for the physically handicapped are now using the symbols. This number is likely to increase dramatically over the next few months following a £20,000 grant by Action Research for the Crippled Child to develop them in this country. It is thought that at least 3,000 children could benefit from them.

They were first introduced here in 1974 by Jill Hammond, senior occupational therapist at the Heathfield School. She discovered them while studying in Canada where they had been pioneered at the Ontario Crippled Children's Centre. They are now in use all over North America.

The symbols were originally devised by Charles Bliss, a Jewish research chemist who lived in Austria. After being imprisoned in one of Hitler's concentration camps, he escaped to China where he became fascinated by picture-writing. Being able to speak several languages himself, he realized the appeal of a pictorial language which could be understood and used internationally.

Subsequently, he went to live in Australia where he developed the 50 basic symbols. However, he was unable to interest anyone in them until Shirley McNaughton of the Ontario Crippled Children's Centre discovered them while seeking ways to help non-communicating children.

She realized their potential immediately and six years ago adapted them specifically for use with the handicapped. Mr. Bliss, who is now in his eighties, was naturally delighted and is now working on the production of a children's symbol dictionary.

"When I arrived back at Heathfield from Canada, I was really blind with enthusiasm," says Jill Hammond. "The headmistress Jill rather dubious at first, but said I could try them out with the children for a short trial period."

"So I sent for the charts and started work with the children with the help of their class teacher, Sylvia Bailey. One was Nicholas



who was then eleven; he had been through a pre-reading programme but had little speech. Using a Possum typewriter to indicate the symbols on the chart (as he could only make sideways movements with his hands), he started to communicate very quickly.

"Donna, who was nine, was similarly handicapped but could make more gestures. She was slower to learn the system but once she had mastered it, she started 'talking' incessantly with it. "In a matter of weeks, the symbols' effectiveness became apparent to everyone. Since then we have been able to help children not only to communicate but also to develop speech. Once a child has been able to make himself understood by other means, the pressure on trying to speak is removed and there is less physical tension in the vocal chords. In addition, having expressed some of their thoughts in being understood by others, he realizes how much fun it is to be able to communicate."

To benefit from using the symbols, a child must have reached a certain level of understanding of language, as assessed by a speech therapist or a psychologist. He must also be able to differentiate between size, shape and position and be able to indicate a "Yes/No" response. And, above all, he must want to express himself.

Ideally, the child should be introduced to the system at the age when he would normally be beginning to speak, using those symbols which correspond to the appropriate vocabulary. In this way communication leads on to reading and writing (or typing). As Miss Hammond points out, this makes much more sense than trying to get a child to read before he can talk.

"When this type of child is unable to make head or tail of reading, then they are often assessed as subnormal," she says. "Yet our trials have shown that once a child severs physical handicap and is able to express himself, his actual intelligence often proves to be quite normal."

Children who are unable to use their hands to point out the symbols may be able to do so with a mechanical aid, such as the head, or to use some form of electronic, aid or visual display system. All this makes a multi-disciplinary approach essential.

In schools, the symbol usually best introduced is by the occupational or speech therapist on a one-to-one basis. A little black girl who can take over a child can be introduced to using the symbols to bring discussions as well as to the other pupils.

Parents also have to be encouraged to learn the symbols alongside their child. Most take a duty session each week. A little black girl who takes home with him a message book written for his parents to read and a message back to school. Parents say they have noticed changes in their children's many cases this has enabled a considerable readjustment. As put it: "For the past 13 years I have always given my daughter a letter for her birthday. This time she told me what she wanted."

Teachers can, of course, help a whole range of aids and games using the symbols, though it is essential that they always copied accurately to maintain standardization. Hammond has designed a plastic template containing the lines needed to write messages. It will be marketed in the future.

The use of Bliss Symbols schools will greatly increase. Now on the staffs of Heathfield, Bailly together with Edie special-therapist at Crippled School in Cardiff who has been involved with the system's development in this country, have been invited to attend a workshop organized by the symbolics Communication Unit in Toronto. This qualified to teach the system and help be organizing their first groups of teachers and therapists at Crippled, Wallingford, and Margaret's College, Edinburgh.

From Action Research for Crippled Child is also being established a Resource Centre South Glamorgan with Edie as National Adviser. Further details may be obtained from: Miss Ena Doughty, Therapy Department, Crippled School, Penarth, Cardiff, or Research for the Crippled Child, Vincent House, Springfield, Hershon, Sussex.

Those signs that are words

Language learning and remedial education are then examined. Geoffrey Thornton, one of the generalists of the series, has begun by asking the question: "What is Remedial?" and the notions under-

lying the whole concept of remedial education are then examined. Geoffrey Thornton, one of the generalists of the series, has begun by asking the question: "What is Remedial?" and the notions under-

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A day out of the life

David Brown writes about a holiday home for mentally handicapped children

Bathurst House is a short-stay (maximum two weeks) holiday home for mentally handicapped children in a big city. The children are of school age and taken on the recommendation of social workers when it is thought parents and children might benefit from a rest or a holiday. David Brown is a non-resident senior housefather and has worked there since it opened two years ago. He works a 40-hour week of shifts sometimes involving a working day beginning at 7.00 am and ending at 10.00 am. Here he gives a personal account of a typical day. The names of all members of staff and children have been changed.

7.00 am. The three resident houseparents have just come on duty, the night nurse is preparing to leave, a commercial radio breakfast show is blissing forth from the play room and children of all shapes, sizes and colours are running amok throughout the house. It is the job of the night nurse to begin dressing the children and making their beds around 6.00 am. Today this is accomplished with two exceptions. A West Indian girl, Sally, has complained of severe period pains and stomach cramps and it is decided she will stay at home. Peter, a difficult and doubly incontinent 11-year-old boy, has been left for the day shift to arouse. Ian (the shift leader) begins to cook breakfast, which means a call for another pot of tea.

9.00 am to 1.00 pm. In between numerous cups of tea the domestics work hard with mops, dusters and vacuum cleaners while the houseparents begin their own chores: washing up, laundry, shopping, ironing, putting away, book-keeping, filing and a hundred-and-one tedious but necessary odd jobs. 10.00 am. Sally decides to get up and comes into the television room with her doll and watches me struggling with the ironing. Slowly contentment washes away her pain. I retreat into my thoughts while the radio booms relentlessly in the far room. Margaret begins to wash the mug of coffee at hand. With deft fingerwork she puts the final touches to the tiny close plaits on the girl's head. Peter is bathed and dressed while Pauline strips his bed. Sally is found in bed staring

blankly at the ceiling in mute incomprehension of her suffering. Pauline gives her a cup of tea and two pain killing tablets. Later we discover it to be her first period and someone has to explain. 7.45 am. Breakfast of bacon, eggs, toast and tea is served. Noise and confusion dominates the meal. Two little ones need spoon-feeding and one girl of six who refuses to be spoon-fed and who has not yet fully mastered the use of utensils is allowed to feed herself mostly by using her hands. This creates a widely spread mess on the table and floor. She also decides to pass water and is quickly taken out to be changed and washed. The children are never with us long enough to attempt any kind of long-term training or behaviour change. As we are eating, Tom, the driver, comes on duty and sits with a cup of tea watching the proceedings. 8.30 am. Pauline is nominated to escort the children to school and, through the help of Tom, piles them into the minibus given to us by the council for our exclusive use. Ian, Margaret and I return to the house and settle to a cup of tea. By this time the first of the three domestics arrives which means a call for another pot of tea.

1.00 pm. Lunch. 1.30 pm. Continuation of domestic duties until 2.30 pm, when Tom arrives to collect me as his escort for the afternoon journey to the schools. During the outward trip across the city I manage to cat-nap. Children are collected mainly from two schools. At each school I manage to exchange a few ideas with the teachers about progress and problems of particular children. I am taken swimming while I am left with the incontinent and behaviourally difficult children in the play room. As the others are away I return the radio from commercial radio to BBC Radio 3 and immediately notice that with the advent of Schumann and Grieg, aggression and agitation amongst the children melt away, but I resolve not to discuss

Each houseparent soon finds he or she has something special to offer the children: some work well with groups, others tend to identify with the "loner" who seeks out the quiet corner and the private retreat. Some of the children coming to us are not only mentally handicapped but also have a wide variety of physical disabilities and behavioural problems, resulting as often from over-indulgent parents as from any form of deprivation. Sometimes one can be critical of Town Hall inaccessibility and red tape. The presence is felt of a social services department which would want to accommodate 14 children at a home which seems to operate efficiently (and therefore happily) with more than eight occupants. This home is accommodated in old converted premises where, because of limited finances, little attention was given to purpose-re-shaping. There are windows through which little children cannot see unless they stand on chairs. This is a home which at times needs to take wheelchair cases and yet it is situated wholly on the first floor of the building. There is an extremely expensive smoke-detecting system with a central console of complicated flashing lights which to date has never worked, which no one seems to understand and which no one appears to be able to repair or even decide who is to repair it—the makers, the distributors, the installers or council electricians. 1.00 pm. Lunch. 1.30 pm. Continuation of domestic duties until 2.30 pm, when Tom arrives to collect me as his escort for the afternoon journey to the schools. During the outward trip across the city I manage to cat-nap. Children are collected mainly from two schools. At each school I manage to exchange a few ideas with the teachers about progress and problems of particular children. I am taken swimming while I am left with the incontinent and behaviourally difficult children in the play room. As the others are away I return the radio from commercial radio to BBC Radio 3 and immediately notice that with the advent of Schumann and Grieg, aggression and agitation amongst the children melt away, but I resolve not to discuss

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stantly amazed by the ways in which methods differ and largely reflect the personalities of their headmistresses. On the return trip, Tom the driver becomes "Uncle Tom" and displays an enviable concern for and empathy with the children that secure for him a special place in their affection. He engages in the lively thrust and parry of the non-sensational conversation, becomes the chorus master of an impromptu singing-song and organizes a spot-the-lollipop-lady game; all this while expertly coping with rush-hour traffic. Sufficient proof for me that compassion, patience and an accessible, stimulating and sunny nature are of much greater value to the children than any number of academic qualifications. 4.30 pm. Arrive back at Bathurst House and the commercial radio to encounter an immediate minor crisis when Geoffrey goes into an epileptic fit and for no apparent reason Kathleen throws one of her "special" tantrums. Geoffrey's fit is soon overcome but Kathleen hurls herself to the floor and continues to kick, scream, scratch and bite for about four minutes. Almost blind, yet with an extraordinary aptitude for painting, she is for the most part a quiet, withdrawn and gentle girl. Perhaps because of her unsettled family background, however, she is to frequent and alarming emotional outbursts. Previous experience of her temper has taught us that it is best simply to isolate her from other children and let her get on with it. Half of the children are taken swimming while I am left with the incontinent and behaviourally difficult children in the play room. As the others are away I return the radio from commercial radio to BBC Radio 3 and immediately notice that with the advent of Schumann and Grieg, aggression and agitation amongst the children melt away, but I resolve not to discuss

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this with the others for fear of being thought selfish or snobbish. 6.00 pm. The swimmers return; so does commercial radio and my mistress. Grand toileting session, butom wiping, hand washing, tea-time, baked beans on toast, noise and confusion. 7.00 pm. Return to play room where Michael immediately picks a fight with Susan. Susan threatens to pack her bags, go home and "tell her Mum". Instead she locks herself in the toilet for five minutes at the end of which all is forgiven and forgotten. Bath-time begins shortly after—little ones first. Sally, who I discover to have a highly developed mothering instinct, helps Pauline and Ian with the bathing. The older ones meanwhile continue with a variety of activities including painting, brick building, furniture and toy destruction, climbing, dancing and dolly's tea-time until they, in turn, are bathed. 8.00 pm.—The smaller ones safely in bed, the rest of us make for the television room where, warmed by hot drinking-chocolate and sufficed in a cloud of talcum powder, the ritual pre-bed cuddle time begins. I become horrified by the violent nature of the American detective series to which the children are exposed and for this and other reasons am delighted when bed-time is suggested. One final toileting and into bed. Goodnight kisses, tuck-ins, lights out. Houseparents resume their exposure to the American detective programme while Ian writes the day's report in the house log book. 9.30 pm.—The night nurse comes on duty and, over a final cup of tea, the day's events are discussed. As we leave, Terry, a six-year-old boy, inexplicably begins to sing carols—but that is the night nurse's problem.

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Books (soft cover) £1.25 each
Phase 1 (Red) (0 521 53882 5)
Phase 2 (Yellow) (0 521 5388

INDEPENDENT Headships continued

BLACKPOOL Headships continued

HERTFORDSHIRE & HILDA'S SCHOOL Headships continued

Deputy Headships Senior Masters/Mistresses

SURREY Headships continued

Remedial Posts

SUSSEX Headships continued

By Subject Classification

Art and Design

AGENT EASTON SCHOOL Headships continued

RICHMOND upon Thames Headships continued

SURREY Headships continued

Deputy Headships Senior Masters/Mistresses

SURREY Headships continued

Remedial Posts

SUSSEX Headships continued

By Subject Classification

Art and Design

LANCASHIRE THE HOLM CHAMMAM BRIDGE Headships continued

NORWICH Headships continued

SURREY Headships continued

Deputy Headships Senior Masters/Mistresses

SURREY Headships continued

Remedial Posts

SUSSEX Headships continued

By Subject Classification

Art and Design

OXFORDSHIRE Headships continued

English

Heads of Department

Commercial Subjects

Careers

Herford Headships continued

Croydon Headships continued

Derbyshire Headships continued

Derbyshire Headships continued

EDINBURGH EDINBURGH COMPANY HEADSHIPS

Geography

Heads of Department

Herford Headships continued

Croydon Headships continued

Derbyshire Headships continued

Derbyshire Headships continued

GLASGOW GLASGOW ACADEMY

INDEPENDENT Geography

Herford Headships continued

Croydon Headships continued

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Derbyshire Headships continued

GLASGOW GLASGOW ACADEMY

INDEPENDENT Geography

Herford Headships continued

Croydon Headships continued

Derbyshire Headships continued

Derbyshire Headships continued

THE GIRLS' PUBLIC DAY SCHOOL TRUST Headship of the BRIGHTON & HOVE HIGH SCHOOL FOR GIRLS

BRISTOL GRAMMAR SCHOOL Headship

BRISTOL GRAMMAR SCHOOL Headship

BRISTOL GRAMMAR SCHOOL Headship

BRISTOL GRAMMAR SCHOOL Headship

WELLS CATHEDRAL SCHOOL Wells, Somerset Coeducational Boarding and Day 610, ages 7 to 18

HOUSEMISTRESS OF SENIOR GIRLS BOARDING HOUSE

L.T.C. COLLEGE OF SECRETARIAL AND ENGLISH STUDIES

Full-time Teacher of Shorthand and Typewriting

required for permanent appointment at this College. Knowledge of Piman 2000 and New Era Short-hand Systems and some experience of teaching students whose first language is not English will be helpful. The successful applicant will be expected to take up the appointment from September 19, 1977. Long paid holidays. Salary negotiable according to qualifications and experience. Apply in writing, with details of age, qualifications and experience to —

The Principal, L.T.C. College of Secretarial and English Studies, 26/32 Oxford Street, London W1A 4DY.

LOOKING FOR A JOB IN LIVERPOOL?

The National Association of Teachers in Further and Higher Education is in dispute with the Liverpool Education Authority over conditions of service in further education establishments.

NATFHE members considering taking an FE job in Liverpool are strongly advised to contact NATFHE first.

Write to Negotiating Secretary, NATFHE, Hamilton House, Mableton Place, London WC1H 9BH.

THE QUEEN'S COLLEGE, GLASGOW

1 Park Drive, Glasgow G3 6LP Lecturers Grade A in:

- HOTEL and CATERING STUDIES
FOOD TECHNOLOGY
SOCIAL WORK
DIETETICS

Salary range —£3,528-£6,324 (bar) -£6,807. Further details and an application form may be obtained from the Principal, to whom completed forms should be returned by 27th May, 1977.

WALSALL METROPOLITAN BOROUGH

WEST MIDLANDS COLLEGE OF HIGHER EDUCATION

Course Leader

for B.A. Degree Course

in Combined Humanities

Applications are invited from honou graduates for appointment from September 1st, 1977, or as soon as possible thereafter, to the post of Course Leader of a proposed B.A. Degree Course in Combined Humanities, which forms part of the College's diversification programme. The successful applicant will be responsible for all areas of work within the Undergraduate Section and have the ability to teach all appropriate subjects within the Undergraduate Section. Minimum qualifications — F.T.C. in Further Education.

Application forms together with further particulars may be obtained from the Principal, Walsall, W61 3BD, to whom they should be returned not later than 23rd May, 1977.

Colleges of Further Education

Abingdon College of Further Education Northcourt Road, Abingdon, Oxford Tel: Abingdon 21685

Required for September 1, 1977: Lecturer Grade II in Office Practice/Office Supervision.

North Oxford Technical College and School of Art, Broughton Road, Banbury, Oxford Tel: Banbury 52221

Required for September 1, 1977: Lecturer Grade II in Modern Languages — for GCE 'O' and 'A' level courses.

Please apply to the Principal of the relevant College enclosing a foolscap envelope for further particulars and application form.

Salary scale: £3,744 to £5,985.

Closing date: May 27, 1977.

Oxfordshire

Lecturer II in Management Supervisory Studies

Temporary full-time appointment for one year from September, 1977, to August 31, 1978. Applicants should be suitably qualified and have experience of Supervision in the Construction Industry or in Building Maintenance.

Salary: £3,279-£5,493 plus £312 Supplement plus £402 Inner London Allowance.

Further particulars and application form (returnable within 14 days) from the Senior Administrative Officer at the College, Wandsworth Road, SW8 2TY. Tel. 01-828 4611.

Bexley London Borough ERITH COLLEGE OF TECHNOLOGY Tower Road, Belyedere, Kent DA17 6JA Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., M.B.I.M.

Applications are invited for the following post to take effect as soon as possible. Stages I and II of a new College on a magnificent site near the existing College are now complete and in full occupation.

LECTURER GRADE I IN ENGLISH AND COMMUNICATIONS Required to teach English and Communications to a variety of students taking courses in Home Management, Pre-Residential Care, Nursery Nursing, Pre-Marriage, Hairdressing, Beauty Therapy and Art in the Department of Social Care and Creative Studies. Applicants must be English Graduates with a Teaching qualification, some teaching experience or an interest in working with vocational students at this academic level is desirable. (Ref. S.C.1)

BURNHAM TECHNICAL SALARY SCALE (including London Allowance) LECTURER GRADE I: £3,210-£6,166 (according to qualifications and experience). Application forms and further particulars from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belyedere, Kent (ER17 6JA) (quote reference of post), to whom they should be returned within 14 days of the appearance of this advertisement. The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

City of Manchester Education Committee COLLEGE OF BUILDING Lower Hardman Street, Manchester, M3 3ER (061-834 2299)

Applications are invited for appointment to the following full-time teaching posts with effect from 1st September, 1977. Department of Timber and Fabric

LECTURER II IN UPHOLSTERY (Salary Scale £3,881-£6,803) The successful applicant will be responsible for all areas of work within the Upholstery Section and have the ability to teach all appropriate subjects within the Furniture Section. Minimum qualifications — F.T.C. in Further Education.

LECTURER I IN MACHINE WOODWORKING (Salary Scale £2,781-£6,803) Applicants should be qualified and experienced to teach all subjects within the Machine Woodworking Section. Minimum qualifications — F.T.C. in Machine Woodworking. (Further particulars should be obtained from the Principal, to whom they should be returned not later than 23rd May, 1977.)

METROPOLITAN BOROUGH OF BURY

Bury Metropolitan College of Further Education

There are opportunities in the following Lecturer I posts from 1st September 1977 to teach

Department of General and Adult Education GENERAL STUDIES

to vocational students in Engineering, Catering and Science courses, and to students following G.C.E. courses. The opportunity to teach a specialist subject appropriate to the candidates' qualifications may be available.

PHYSICS with some Mathematics and General Science for National Certificate and G.C.E. courses.

Department of Business Studies LAW AND GOVERNMENT up to, and including, O.N.C./O.N.D. level with the possibility of G.C.E. 'A' level work.

SECRETARIAL SUBJECTS including Shorthand, Typewriting and Office Practice. The ability to offer other associated subjects would be an advantage.

COMMERCE, ECONOMICS AND STATISTICS up to, and including, O.N.C./O.N.D. Business Studies. Candidates should hold a good appropriate degree and/or equivalent professional qualifications. The possession of a teaching qualification with teaching and industrial or commercial experience would be an advantage.

Salary in each case, subject to qualifications and experience, in the range £2,468-£4,377 per annum plus an annual supplement of £312 and a further annual supplement between £120 and £180. Application forms and further details available from Director of Education, Alhambra House, Market Street, Bury, BL9 0BA, to whom they should be returned not later than 27th May, 1977.

Kingsway-Princeton College

Sidmouth Street, Grays Inn Road, WC1H 8JE (01-837 8185)

Lecturers (Grade I)

Applications are invited for the following appointments in September, 1977 (if possible).

Lecturer Grade I for Careers Education to work in liaison with the present Careers Adviser and to be primarily, though not exclusively, concerned with careers provision for younger and less able students.

Lecturer Grade I for English as a Foreign Language: applicants should have good qualifications and relevant experience; future re-structuring of the College may extend the range of teaching outside courses leading to the Cambridge certificates.

Lecturer Grade I as tutor to the Kingsway-Sesame course in drama and movement in therapy organised by the college in collaboration with the Sesame organisation.

Lecturer Grade I for Secretarial Studies to teach by writing and Shorthand up to RSA Stage III.

Salary in accordance with Burnham FE Report on an incremental scale £2,469-£4,377, plus £312 supplement and Inner London Allowance, starting point depending on qualifications, training and experience.

Application forms and further details available from the Senior Administrative Officer at the college, closing date for applications is Friday, 27 May. Please state in which post you are applying.

County of Cleveland

THE POLYTECHNIC Appointment of DIRECTOR DESIGNATE (Re-advertisement)

Applications are invited from persons with proven academic and/or industrial experience and administrative ability for the post of Director of the Polytechnic, the institution of higher education in Cleveland, which is to be formed from the merger of the Teesside Polytechnic and the Teesside College of Education. The target date for the merger is JANUARY, 1978, and the Authority intends to fill the post as soon as possible so that the person appointed can take a full part in the planning process. The Appointing Committee will include representatives of the Governors of the Teesside Polytechnic, the Governors of the Teesside College of Education, the Cleveland Education Committee and two representatives from the academic world.

SALARY SCALE: £12,180 (+ £180 supplement)

Application forms and further particulars from the County Education Officer, Education Offices, Sandring Road, Middlesbrough, Cleveland, TS1 3BN, to whom applications should be returned by 17th June, 1977.

RICHMOND COLLEGE TUTOR IN ENGLISH

The Governors invite applications for the post of Tutor in English in this rapidly developing independent College of Higher Education, which is licensed to award the AA degree by the Board of Higher Education in Washington and has a multinational student body of 300.

The Tutor in English is required to teach 18 hours per week of remedial English language courses, mainly written English to foreign students. Candidates must have a good degree and teaching qualifications together with relevant teaching experience.

Salary scale: £3,500-£4,000

Application forms may be obtained from the Principal, Richmond College, Queens Rd., Richmond, Surrey, TW10 6JP, and should be returned as soon as possible.

Buckinghamshire College of Higher Education

Queen Alexandra Road High Wycombe, Bucks. SCHOOL OF MANAGEMENT STUDIES AND LANGUAGES

Lecturer I Business Studies

required 1st September, 1977.

Applicants should be graduates or hold a professional qualification and be able to offer law and accountancy to a range of undergraduate and professional business studies courses. Salary scale £2,913-£4,869 per annum.

Application forms and further particulars available from the Assistant Director to whom completed forms should be returned as quickly as possible.

KINGSWOOD SCHOOLS BRISTOL

We need a SENIOR MATRON (man or woman)

on the retirement of the present holder at the end of June, 1977. The Senior Matron is a member of the senior staff management group, has responsibility throughout the Schools, and is directly responsible to the Principal.

The Schools, which consist of three major units and one smaller unit, provide full-time care and education throughout the year for disadvantaged boys, most of whom are between 10 and 16 years old. There is a total professional staff of approximately 140 including child care, teaching and psychological staff. The Senior Matron's group consists of support staff providing important domestic services and child care staff.

The Senior Matron is responsible for the domestic budget and the deployment and management of the Deputy Senior Matron, four Assistant Matrons, 16 housemothers, five cooks, and the equivalent of 19 ancillary staff, and also is concerned with medical and hygiene matters.

It is imperative that the successful applicant is able to work with other people in an inter-disciplinary setting, and be capable of strong but understanding leadership. Applicants preferably should have training and/or experience in management, domestic economy and/or child care. Experience in residential work would be very helpful.

The post is not necessarily resident but in suitable cases full board residence could be provided for a single person at a current charge of £411 p.a. or for a married person in unfurnished house/flat at a current rent charge of £204 p.a.

The normal working week is 40 hours (average) but some supported overtime is worked. Leave, etc., in accordance with National Conditions. Help with removal and relocation expenses may be possible.

Salary: SJAC Grade 4 (£2,913 x 6 increments to £3,408 p.a. inclusive of salary supplement). Overtime at time and a half. £140 p.a. payable for recognised qualifications, e.g. residential child care, teaching, degree.

Enquiries, further details and application forms from J. L. Burns, Principal, Kingswood Schools, Britannia Road, Kingswood, Bristol BS15 2BA, Tel. Bristol 672257, ext 204 (applications as soon as possible).

COLLEGES OF HIGHER EDUCATION continued

SOUTHAMPTON

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION LECTURER IN ENGLISH

Applications are invited for the post of Lecturer in English. Applicants should have a good degree and a proven ability to contribute to the development of the English language and literature in the general literature course of the College. The successful applicant will be expected to play a leading part in developing the English language and literature course at the College. There is an excellent opportunity for research in the field of English literature and to contribute to the development of the English language and literature in the general literature course of the College. The successful applicant will be expected to play a leading part in developing the English language and literature course at the College.

Applications should be submitted to the Director of Education, La Sainte Union College, 100, The Quadrant, Southampton, SO9 4JH.

SOUTH GLAMORGAN COLLEGE OF HIGHER EDUCATION

LECTURER IN NAUTICAL STUDIES

Applicants are invited for the post of Lecturer in Nautical Studies. The successful applicant will be expected to play a leading part in developing the Nautical Studies course at the College. There is an excellent opportunity for research in the field of Nautical Studies and to contribute to the development of the Nautical Studies course of the College. The successful applicant will be expected to play a leading part in developing the Nautical Studies course at the College.

Applications should be submitted to the Director of Education, South Glamorgan College, 100, The Quadrant, Southampton, SO9 4JH.

SOUTH GLAMORGAN COLLEGE OF HIGHER EDUCATION

LECTURER IN MARINE CONTROL ENGINEERING

Applicants are invited for the post of Lecturer in Marine Control Engineering. The successful applicant will be expected to play a leading part in developing the Marine Control Engineering course at the College. There is an excellent opportunity for research in the field of Marine Control Engineering and to contribute to the development of the Marine Control Engineering course of the College. The successful applicant will be expected to play a leading part in developing the Marine Control Engineering course at the College.

Applications should be submitted to the Director of Education, South Glamorgan College, 100, The Quadrant, Southampton, SO9 4JH.

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Colleges of Education

BERKSHIRE

CHILDREN NURSERY TRAINING COURSE

A qualified teacher is required to supervise the training of school leavers in the education of young children. There is an excellent opportunity for research in the field of Children's Education and to contribute to the development of the Children's Education course of the College. The successful applicant will be expected to play a leading part in developing the Children's Education course at the College.

BERKSHIRE

LECTURER IN MATHEMATICS

Applicants are invited for the post of Lecturer in Mathematics. The successful applicant will be expected to play a leading part in developing the Mathematics course at the College. There is an excellent opportunity for research in the field of Mathematics and to contribute to the development of the Mathematics course of the College. The successful applicant will be expected to play a leading part in developing the Mathematics course at the College.

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Nene College Northampton

School of Mathematics, Management and Business Studies

SENIOR LECTURER/LECTURER II IN ACCOUNTING AND RELATED SUBJECTS

To share in the teaching and development of a range of Professional and Management Courses up to degree level. Applicants should be graduates in Accounting or a related discipline and/or be a member of one of the recognized professional accountancy bodies.

SENIOR LECTURER IN LAW

To lead a small team of lecturers currently contributing to Junior and Senior level courses. Applicants must possess the initiative and enthusiasm to promote and develop courses in Law up to degree level. High qualifications and proven teaching ability are essential for this important post.

LECTURER II IN COMPUTING & RELATED SUBJECTS

This is a temporary appointment to replace a lecturer on secondment. Teaching duties will mainly relate to ONC, OND and GCE 'A' level courses, with the possibility of more senior work for suitably qualified candidates. An ability to assist in a related area such as Mathematics or Statistics would be an advantage.

TEMPORARY FULL-TIME LECTURER II IN MANAGEMENT STUDIES

For 1st September, 1977, to teach Industrial Sociology, Industrial Relations and related subjects to Dip., IPM, HND Business Studies and other courses. Applicants should hold a relevant degree or equivalent qualifications and have some business experience.

School of Education and Social Science LECTURER I IN SOCIOLOGY

(two temporary posts) (a) To teach certificate and degree courses to B.Ed./B.A./B.Sc. to replace member of staff on secondment. (b) To teach 'A' level courses in Sociology.

School of Technology

LECTURER I IN PLUMBING SERVICES

To be responsible for day-to-day organization of all Plumbing Services courses (refrigeration, drainage, heating and ventilating) in the building and construction sector.

SENIOR LECTURER IN CONTROL ENGINEERING AND MEASUREMENT

To be responsible for control engineering laboratories and T.E.C. courses, also to teach to HNC Engineering and HNC Electrical and Electronic Engineering.

LECTURER I IN BUILDING STUDIES

Candidates should have the Higher National Certificate in building with wide experience of the construction industry. They should be capable of teaching over a broad band of courses from craft to professional levels in building and construction.

School of Humanities and Adult Education LECTURER I IN ENGLISH & COMMUNICATION STUDIES

This is a temporary appointment to replace a lecturer on secondment. The post involves teaching 'A' level English Literature and involves the Communication studies elements of a variety of vocational courses.

School of Sciences LECTURER I/II IN BIOLOGY

To teach and coordinate 'A' level Biology courses. To teach some Biology for technicians and Diploma in Nursing students. Applicants should be good graduates and experienced teachers.

Application form on receipt of stamped addressed foolscap envelope from Senior Administrative Officer, Nene College, Moulton Park, Northampton NN6 9JL, to whom they should be returned by 20th May, 1977.

County of Cleveland

EDUCATION DEPARTMENT

FULL-TIME YOUTH & COMMUNITY WORKER

£3,738-£5,320

A General Secretary-Leader is required at Middlesbrough Young Men's Christian Association. The post requires a person with organising ability, drive and Christian conviction. Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom they should be returned by 23rd May, 1977.

EDUCATION DEPARTMENT

Community Warden Tutor

£4,008-£4,524, plus £312 pa supplement

Applications are invited from appropriately qualified Community Workers and/or Teachers for the post of Community Warden/Tutor. The Community Warden/Tutor will be on the staff of a local secondary school and will have responsibility for the running of the Community Centre in the area to which he/she is appointed, in cooperation with the Committee of the Community Association. In addition the Warden/Tutor will be responsible for the development of community activities in the area generally and will ensure that the resources of the Authority are made available to the local community as far as possible. Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. Tel: 25545, Ext 2292. Returnable within 14 days after appearance of this advertisement.



Hong Kong GOVERNMENT

The HAKING WONG TECHNICAL INSTITUTE, Department of Education, requires a

Senior Lecturer

c. £7,263-£9,293

for the new Department of Hotel-keeping and Tourism to: lecture in hotel-keeping, food catering, bar service and related subjects to technician and advanced craft students; assist in the organisation and development of courses and workshops; and perform other duties as required.

Candidates, preferably under 45, should have an appropriate degree and/or MHCMA with very substantial industrial and teaching experience. The Department is looking for candidates with expertise in hotel-keeping with an emphasis on food and beverage service. Candidates with less than the desired qualifications and experience will be considered for an appointment on a salary below the above scale as appropriate. Appointment is on contract for 2 1/2 years initially to commence as soon as possible. Preference will be given to candidates available to take up appointment by 1 September.

A terminal gratuity of 25% is payable on satisfactory completion of contract; free passages including dependants on appointment and overseas leave, education allowances and subsidised furnished flats. Apply to Recruitment Unit: TETOC (Technical Education and Training Organisation for Overseas Countries), 25/27 Grosvenor Gardens, London SW1W 0BS. For further details, quoting Ref: HKG/TES. Closing date for receipt of completed applications 31st June 1977.

Assessment Centres

HEATFORDSHIRE SOCIAL SERVICES

CHILDREN AND ASSESSMENT CENTRE, 11, WYVERN WAY, HEATFORD, LEICESTERSHIRE LE12 2JG. Salary Scale Band 1 plus £312. In order to complete our team of assessors we are looking for a generalist social worker with experience of working with young people (13 to 18 years), 16 hours per week. Stamped addressed envelope to Head for details.

HAMPSHIRE SWANMORE SCHOOL

Local Education Authority. Southampton. Qualified TEACHER. Should have completed probationary period and have experience of working with young people (13 to 18 years), 16 hours per week. Stamped addressed envelope to Head for details.

LEICESTERSHIRE RUGBYING COMMUNITY COLLEGE

Principal, P. J. R. King, L.O.S.B. Requires a young team COMMUNITY TUOR (adult or youth work). Position should have relevant experience in work with a branch of community work. Applications, as soon as possible, to: further details from the Principal.

LONDON EDUCATION AUTHORITY

ACLAND BURTON YOUTH TUOR. Acland Burton School, Clapham, London SW4. Invited from qualified TEACHERS to lead a youth centre which will be an integral part of the school. Assistance may be given towards housing, renovation and other expenses. Salary in accordance with the London Education Authority scale. Report, Lecturer (Grade 1) scale plus £312 pa supplement. London Education Authority, 100 Victoria Street, London W1B 1TD. Applications to be returned with a stamped addressed envelope.

BUCKINGHAMSHIRE COUNTY COUNCIL

COMMUNITY TUOR. The County Council is seeking a young person to work in the area of the County Council's Community Centres. The post involves working in a voluntary capacity with the community and will involve the development of community activities in the area generally and will ensure that the resources of the Authority are made available to the local community as far as possible. Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. Tel: 25545, Ext 2292. Returnable within 14 days after appearance of this advertisement.

BUCKINGHAMSHIRE COUNTY COUNCIL

COMMUNITY TUOR. The County Council is seeking a young person to work in the area of the County Council's Community Centres. The post involves working in a voluntary capacity with the community and will involve the development of community activities in the area generally and will ensure that the resources of the Authority are made available to the local community as far as possible. Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. Tel: 25545, Ext 2292. Returnable within 14 days after appearance of this advertisement.

HARROVY

London through of and Co. Ltd. Harrovay, Harrovay, Harrovay. We are seeking a young person to work in the area of the County Council's Community Centres. The post involves working in a voluntary capacity with the community and will involve the development of community activities in the area generally and will ensure that the resources of the Authority are made available to the local community as far as possible. Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. Tel: 25545, Ext 2292. Returnable within 14 days after appearance of this advertisement.

H.M. Young Prisoners' Centre, Onley

Required as soon as possible: Qualified and Experienced Teacher for general and remedial education. Salary scale: Barnham F.E. Lecturer I. Further details from: The County Education Officer (F/C/OYP), Education Department, Northampton House, Northampton, NN1 2HX. Tel. (0804) 34833. Closing date Wednesday, 25th May, 1977.

Northamptonshire EDUCATION DEPARTMENT

GERMANY TEACHERS OF ENGLISH

Are required by language schools in Germany. For further details please write to: very brief, stating whether a qualified teacher or not and (1) stating which language you speak, (2) enclosing an R 10 of your own, (3) enclosing a copy of your curriculum vitae, (4) enclosing a copy of your passport photo, (5) enclosing a copy of your passport, (6) enclosing a copy of your passport, (7) enclosing a copy of your passport, (8) enclosing a copy of your passport, (9) enclosing a copy of your passport, (10) enclosing a copy of your passport. P.O. Box 52, Canterbury, Kent, CT1 1LZ.

FRANCE S.F.I. IN PARIS

Qualified TEACHERS with E.F.L. experience required to teach ENGLISH in Paris—developing with in-service training for a large French company. Knowledge of French or Spanish. Contact by 1977 to and of June, 1978. 40 hours tuition.

EDUCATION COMMITTEE YOUTH SERVICE

Applications are invited from suitably qualified men and women for the appointment of: LEADER at the following youth centres: INCE DOUBLE SEVEN YOUTH CENTRE. Salary within range 3 of J.N.C.—£3,664-4,128 plus £312 pa. Further particulars and application forms may be obtained from the Director of Education, City Centre, Millgate, Wigan WN1 1YD. Closing date for receipt of applications: 31st May, 1977.

Metropolitan Borough of WIGAN



ELECTRONICS TEACHERS

£7,250 TAX-FREE

Electronics Teachers are required to join the staff at the King Faisal Air Academy at Riyadh, Saudi Arabia, where they will give instruction to students of the Royal Saudi Air Force who are being trained as pilots. Applications are invited from graduates aged 28-50, with a degree in Electronic or Electrical Engineering and at least three years' teaching experience.

The successful candidates will receive free accommodation, messing, medical care and other benefits. There is also generous travel-paid leave to the UK.

Please apply with brief details of appropriate experience to: The Personnel Officer (S.A.) Dept. 600/TE9, Saudi Arabian Support Dept., British Aircraft Corporation, Watton Aerodrome, Preston, Lancs, PR4 1AX.

Our free colour brochure will tell you how much more Saudi Arabia can offer you!

OVERSEAS Appointments continued

BERMUDA COLLEGE

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Bermuda College, P.O. Box 100, Devonshire, Bermuda.

GERMAN LANGUAGE SCHOOL in Frankfurt and Wiesbaden

has vacancies for ENGLISH TEACHERS beginning September 1, 1977. TEFL experience and good knowledge of German essential. Apply immediately enclosing curriculum vitae, photo and expected salary to: REGENT SCHOOL, Zell 83, D-6000 Frankfurt/Main.

REPUBLIC OF SINGAPORE TRAINED TEACHERS

in English Language and Literature, Mathematics and Physics are required in the Republic of Singapore for Primary and Secondary schools.

Serving teachers in these areas who have more than 10 years of teaching experience but have no Diploma/Certificate in Education may also apply for consideration. Primary education: is mainly over 6 years for pupils between the ages of 6 and 13 while secondary education is over 4 years, leading to the General Certificate of Education 'O' Levels and 2 years leading to the General Certificate of Education 'A' Levels.

Salary Ranges: Trained Teachers with Honours Degrees: S\$12,576 to S\$26,788 per annum; Trained Teachers with Pass Degrees: S\$10,310 to S\$23,488 per annum; Trained Teachers with GCE 'A' or 'O' Levels: S\$5,262 to S\$16,082 per annum. (S\$4.30=£1.00 approximately)

Initial salary on appointment will be in the above ranges depending on qualifications and experience. Superannuation Eligibility: Non-contributory terminal gratuity by the employer at the rate of 15% of last drawn salary for each completed month of service.

Passages: Free economy return air passages to and from Singapore for the employee, spouse and 3 dependent children under 10 years of age plus baggage allowance.

Medical Benefits: Free non-contributory medical scheme, including consultation, treatment, surgery and medicines for employee, spouse and dependent children in Singapore.

Accommodation: Subsidised housing for employee and family or housing allowance in lieu ranging from S\$3,000 to S\$8,000 per annum.

| | Approximate Tax on Earned Income of | | |
|-----------------------------------|-------------------------------------|----------|----------|
| | \$10,000 | \$15,000 | \$20,000 |
| Single | \$1120 | \$1615 | \$22,510 |
| Married with 2 dependent children | \$140 | \$1495 | \$22,240 |
| | Nil | \$3330 | \$51,950 |

Terms of Appointment: Appointments will be on a contract of three years. Applications and Enquiries: Application forms may be obtained from the following address, to which further enquiries may be directed: Singapore High Commission, 5 Chisham Street, London, S.W.1, Tel. 01-235 9067/8/9.

Closing date for receipt of applications at the above address is 31st June, 1977.

SPANISH COLLEGE

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Spanish College, P.O. Box 100, Devonshire, Bermuda.

BRUSSELS

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Brussels College, P.O. Box 100, Devonshire, Bermuda.

CANADA

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Canada College, P.O. Box 100, Devonshire, Bermuda.

FRANCE

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, France College, P.O. Box 100, Devonshire, Bermuda.

GERMANY

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Germany College, P.O. Box 100, Devonshire, Bermuda.

KUWAIT

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Kuwait College, P.O. Box 100, Devonshire, Bermuda.

SPAIN

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Spain College, P.O. Box 100, Devonshire, Bermuda.

WORLDWIDE

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Worldwide College, P.O. Box 100, Devonshire, Bermuda.

AFRICA

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Africa College, P.O. Box 100, Devonshire, Bermuda.

NORTHERN ITALY

TEACHERS OF ENGLISH. Successful candidates must have a degree or equivalent with professional teaching qualifications and experience. Apply in writing to: Chief Executive Officer, Northern Italy College, P.O. Box 100, Devonshire, Bermuda.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

EVALUATION OF PILOT SCHEME PROGRAMMES Senior Research Officer and Research Officer

The Government have mounted a programme of pilot schemes of UNIFIED VOCATIONAL PREPARATION to develop and test new forms of provision for young people aged 16-19 who enter jobs where they receive little or no systematic training or further education. The programme is jointly controlled and financed by the Education Departments and Training Services Agency of the Manpower Services Commission. It was announced in a Government statement published in July, 1976. The NFER has been asked to carry out an independent evaluation of the pilot schemes programme. The evaluation will take into account the impact of the schemes on employers and young employees and will seek to determine the extent to which the schemes will meet the perceived needs of each group. A SENIOR RESEARCH OFFICER AND RESEARCH OFFICER are now to be appointed to begin work on this project. The varied experimental programme calls for a flexible and responsive approach in evaluation, using a wide range of techniques, and the research team will, therefore, need to possess sound knowledge of basic assessment procedures and of observation and interviewing skills, as well as wide experience in industrial or commercial training and further education. For the senior post, experience of research in one of these fields and previous responsibility for a complex programme are essential. Both appointments will be for a period of two years nine months from July, 1977. Although they will be based in Slough, the two officers will be expected to travel extensively within England and Wales. QUALIFICATIONS AND EXPERIENCE SENIOR RESEARCH OFFICER. A good degree in Psychology or similar subject. Research experience in Education is essential and some teaching experience in Further Education would be an advantage. RESEARCH OFFICER. A degree, H.N.D. or equivalent professional qualification. Wide experience of industry or commerce; familiarity with the work of the Training Services Agency and the Industrial Training Board. Experience of teaching in Further Education would be an added advantage. Salary scales: SRO £5,016 to £6,055—POST No. NU/PO2; RO £3,976 to £5,015—POST No. NU/PO3. Placement on scales according to qualifications and experience. Maintenance in Teachers' or Local Government Superannuation Schemes. For application forms and further particulars apply: Mrs. P. P. Harris, Personnel Officer, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough SL1 2DO. CLOSING DATE FOR RETURN OF COMPLETED APPLICATION FORMS 27th MAY.

POSTS IN GHANA

Applicants for all posts must have a British educational background with an appropriate degree and experience.

Schools 3 HEADS OF MATHEMATICS DEPARTMENTS

Nandom Secondary School, Nandom

To teach Mathematics up to 'A' level, organise Mathematics teaching throughout the school and liaise with the Ghana Association of Mathematics Teachers. Degree in Mathematics or with a substantial Mathematics component and at least 5 years' teaching experience at 'A' level essential. Head of Department experience and teaching qualification desirable. Salary: £4,569-£5,618 p.a. 77 CS 68

Navrongo Secondary School, Navrongo

To teach Mathematics up to 'A' level and organise the Mathematics Department. Degree in Mathematics or with a substantial Mathematics component and 5 years' teaching experience including (preferably B.M.P.) essential. Teaching qualification desirable. Salary: £4,010-£5,580 p.a. 77 CS 67

Tamale Secondary School, Tamale

To teach Mathematics up to 'A' level and to organise the Mathematics Department. Degree in Mathematics or with a substantial Mathematics component and 5 years' teaching experience including (preferably B.M.P.) essential. Teaching qualification desirable. Salary: £4,010-£5,580 p.a. 77 CS 68

Head of Chemistry Sixth Form Science College, Legon, Accra

To teach Chemistry to 'A' level and organise the Chemistry Department, with a substantial Chemistry component and at least 5 years' teaching experience at 'A' level essential. Head of Department experience and teaching qualification desirable. Salary: £4,569-£5,618 p.a. 77 CS 68

Head of Resources Department Technical Teachers College, Kumasi

To develop and teach a course in Educational Technology, to encourage staff to develop teaching materials and to organise the Resource Centre as a development centre for technical institutions. Degree and at least 5 years' experience in an Educational Technology Unit in tertiary education essential. Diploma in Educational Technology an advantage. Salary: £4,569-£5,618 p.a. 77 CT 5

Contracts are for 4 years (shorter periods may be possible) and are guaranteed by the British Council. They include the following benefits: return passage for the teacher and family; free accommodation; overseas allowances; (allowances for children and boarding school fees); free for children's holiday visits; outfit and baggage allowances; assistance with duty and freight on imported car; paid terminal leave. Please write, briefly stating qualifications and length of appropriate experience quoting reference number(s) for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.



Addis Ababa
The Sandford (English) School
 Founded 1946

The above Community School with some 800 pupils of 44 nationalities has vacancies for the following:—
Six JUNIOR TEACHERS
 (one with experience of T.E.F.L.)
 and in the secondary division for Teachers of:—
CHEMISTRY/BIOLOGY to 'O' Level
ECONOMICS to 'O' Level
MATHEMATICS & STATISTICS to 'O' Level
 Teachers, who should be qualified, must have three years' experience by 1st September, 1977. Salaries within approx. range £3,000 to £5,000, according to experience. Two-year contracts (renewable) with free furnished accommodation. Taxation at local rates (average about 18%+). Superannuation safeguarded. Outward and return passages paid at beginning and end of contract. 30% of net salary may be remitted. Addis Ababa is located at a height of c/8,500ft., so successful candidates will be required to produce a medical certificate showing that they may work at this altitude. The climate is good and never too warm. Please send a detailed curriculum vitae to: M. H. Dalton, B.Ed., Deputy Headmaster (designate), The Old Vicarage, Madeley, Crewe, Cheshire, CW3 9PQ. Include names and addresses of two referees and copies of three recent testimonials. Short-listed candidates will be interviewed in London on 30th and 31st May and 1st June, 1977.

Headmaster
Kamuzu Academy
MALAWI

The Kamuzu Academy at Munchams in the Kazungu District is a newly planned project and the Headmaster will be fully involved in the early and continuing stages of construction and have every opportunity to contribute his ideas on what is intended to be the most up-to-date Academy of its kind in Malawi. Although the school will open in September, 1978, the appointed candidate will take up his duties as soon as possible. Kamuzu Academy will be a co-educational Secondary Boarding School with an enrolment of 300 girls and boys. There will be a teaching staff of 37 and a support (non-teaching) staff of 16, which the Headmaster will recruit. The contract will be initially for five years but is renewable by mutual agreement for a second, or possibly third term of office. Malawi has a warm sunny climate, friendly people, and its natural scenic beauty contrasts with the modern social and leisure facilities of its cities and townships. It has the additional advantages of being a low-tax country. Kasungu is 100 miles from the new capital of Lilongwe and is linked by a good road system to Lake Malawi and a game reserve. Qualifications Applicants must have an honours degree whilst a higher degree could be advantageous. They must be at least 35 years old and have not less than 10 years' secondary school teaching experience at least three of which must be in administration of a secondary school as a headmaster or as a senior master. Duties To be responsible for the administration of the Kamuzu Academy—a co-educational independent secondary school offering a wide range of subjects to forms 1 to 6 (Advanced level). To be responsible for the organization of curricula and staff matters, the discipline of pupils and for the development of community life within the Academy. He will be responsible to, and report to, the Board of Governors. Salary Negotiable, within the range £7,500 to £10,000. Benefits a) 25 per cent tax-free gratuity at successful completion of a five-year contract. b) Free passages for appointee and his family at the beginning and end of contract. c) Twelve days' leave for each completed year of service. d) Six days' home leave on full pay for each completed month of resident service. e) Rent-free furnished house. f) Generous educational allowances and passages for children. g) A free car will be provided. h) Free medical attention. This is a unique opportunity for a suitably qualified candidate to be involved in this ambitious and exciting project right from the start. There will be a complete and practical involvement, not only with the Academy itself, but in the community life in and around it. Applications, together with a curriculum vitae, should be accompanied by the names and addresses of three referees. Closing date for Application is May 31st, 1977.

Malawi Malawi High Commission, 10, Pall Mall, London SW1 9JH. Tel: 01-262 5555.

OVERSEAS TEACHING POSTS

LECTURERS IN ENGLISH (SAUDI ARABIA)
 Faculty of Medicine University of Riyadh. Six male and three female lecturers. The latter must be wives of male applicants. To teach English language to pre-medical and first year Saudi medical students. Candidates must have a degree and a postgraduate T.E.F.L. diploma or teaching experience in lieu. Salary: SR 3,000-5,250 per month tax free according to qualifications and experience (SR 6/2). Benefits: 12% salary bonus; free unfurnished accommodation plus furniture allowance. 1 year contract renewable. 77 AU 45-63

LECTURER IN ENGLISH (POLAND)
 Boleslaw Belut University Wroclaw. Relevant degree from British University and some overseas E.F.L. experience. Salary: zlotas 4,100-8,150 per month tax free plus sterling subsidy of £933 p.a. Benefits: free furnished accommodation; medical scheme; employer's portion of U.K. superannuation. 1 year contract renewable. 77 CU 34

LECTORS IN ENGLISH LANGUAGE (YUGOSLAVIA)
 Universities of Belgrade, Ljubljana and Pristina. To teach English Language to university students of English. Degree and some experience of T.E.F.L. at tertiary level essential. T.E.F.L. qualification. (minimum R.S.A. or P.G.C.E. with T.E.F.L. element) desirable. Salary: A local salary of between 5,000 and 6,000 new Dinars per month (present rate of exchange approx. £/ND 31). This salary is non convertible. In addition to this an annual subsidy of £1,244 is paid into the Lector's U.K. bank account by the British Council. Benefits: free medical service; employer's portion of superannuation; accommodation allowance in Belgrade and Pristina. 1 year contract. 77 RU 41-43

DIRECTOR, ENGLISH LANGUAGE CENTRE (ZAIRE)
 English Language Centre, Kinshasa. To be responsible for internal administration and English language policy, identify E.S.P. needs and provide courses, assist with teacher training, run general English courses, undertake some teaching. Degree, 1 year University Diploma in T.E.F.L., substantial overseas experience of E.S.P. and teacher training, administrative experience; good French. Salary: £5,210-£7,054 p.a. + 10% inducement. Benefits: personal and children's allowances; free accommodation; 2 year contract. 77 HO 84

LECTURERS IN ENGLISH (ZAIRE)
 English Language Centre (Kinshasa). To run E.S.P. and general English courses, assist with teacher training. Degree, 1 year University Diploma in T.E.F.L., substantial teaching experience including teach training and/or E.S.P.; good French. Salary: £4,589-£5,818 p.a. + 10% inducement. Benefits: personal and children's allowances; free accommodation; 2 year contract. 78 HO 86

INSPECTORS OF ENGLISH-PRIMARY (CAMEROON)
 Educational Delegations for the East and North Provinces: Bertoua and Garoua. Two members of a team concerned with the introduction of English in Francophone Primary Schools. To inspect classes; advise teachers, organize in-service courses. Degree: (Preferably in English or Modern Languages). 1 year University Diploma in T.E.F.L.; relevant experience preferably including teacher training; fluent French. Men only. Salary: £4,589-£5,818 p.a. + 10% inducement. Benefits: personal and children's allowances; free accommodation; 2 year contract. 77 HE 5-6

TEACHERS OF ENGLISH (PORTUGAL)
 The British Institute, Lisbon. 4 teachers of English. Candidates should be University graduates with at least 1 year's relevant teaching experience. Post graduate qualification in T.E.F.L. desirable. Preferred age range 26-40. Salary: Ecu 13,165-Ecu 18,871 per month (approx. £2,390-£3,430 p.a.). Benefits: Annual Bonus; Overseas Medical Scheme; large 2 year local contract, renewable. 77 RO 80-83

E.L.T. ADVISER AND CHIEF INSPECTOR (YEMEN)
 Ministry of Education, Sana'a. Candidates, men only, should have a postgraduate T.E.F.L. diploma and at least 7 years' school teaching experience. Salary: £5,210-£7,054 p.a. tax free + 10% inducement allowance. Benefits: free furnished accommodation; overseas and children's allowances; medical benefits; 2 year contract renewable. 77 AE 6

TUTOR IN ENGLISH AND ARABIC (OMAN)
 Royal Guard Regiment Boys' School, Seeb. To teach English and Arabic to local Arab staff and British Teachers. Some library and translation duties and participation in extra-curricular activities. Salary: £6,048-£8,012 p.a. tax free. Benefits: free furnished accommodation; annual increment; terminal gratuity; 12 weeks' passage-paid home leave annually; 2 year contract renewable. 77 AS 70

JUNIOR SCHOOL TEACHER (BRAZIL)
 St Paul's School, Sao Paulo. To teach general subject (ages 8-11) and to co-ordinate junior mathematics. Qualified teachers preferably with a B.Ed. and at least 3 years' experience. Particularly suitable for married man whose wife is a qualified primary teacher. Salary: £5,300-£7,500 p.a. Benefits: overseas and accommodation allowances; medical scheme; superannuation; contract for 2 school years renewable. 77 PS 20

2 ASSISTANT TEACHERS (VENEZUELA)
 The British School, Caracas. An independent mixed day school for pupils 5-12 years. 1 Junior Teacher (8-9); 1 Infant Teacher (6-5) required for mid-September 1977. Qualified teachers, women only, aged 25-35 with at least 3 years' experience. Salary: £4,884 p.a. Benefits: include annual bonus; outfit grant; 2 year contract renewable. 77 PS 71-72

15 INSTRUCTORS IN ENGLISH FOR SPECIAL PURPOSES (KUWAIT)
 English Language Centre, University of Kuwait. English or Humanities degree and an M.A. or Diploma in T.E.F.L. or Applied Linguistics plus at least 3 years' T.E.F.L. experience for M.A. candidates and 5 years' for Diploma candidates. Salary: £7,488-£8,064 p.a. local tax free. Benefits: Free furnished accommodation, electricity and water; allowances for children, transport and high cost of living; 2 month annual passage-paid home leave. One year renewable contract. 77 AU 22-36

TEACHER-TRAINERS IN E.F.L. (EGYPT)
 In-Service Training Department, Ministry of Education, Cairo and Alexandria. To run courses for teachers and school inspectors, teach E.F.L. and methodology, and prepare teaching materials. Degree (preferably in English or Modern Languages), M.A. in Applied Linguistics or 1 year University Diploma in T.E.F.L./T.E.S.L., at least 3 years' relevant overseas experience. Salary: £4,589-£5,818 + 10% inducement. Benefits: personal and children's allowances; free accommodation; 2 year contract. 77 HE 6-8

SCHOOL TEACHERS (PORTUGAL)
 St. Julian's School, Cascais. Teacher of English and Drama. (to Head the English Dept.) Teacher of Chemistry (to Head the Science Dept.). Teacher of Food and Nutrition. Kindergarten Teacher. For posts 1 and 2 candidates should be British Trained with a University degree in an appropriate subject and a P.G.C.E. At least 2 years' relevant experience is essential. For posts 3 and 4 candidates should be British trained with a teaching qualification and at least 2 years' experience. Salary: For posts 1 and 2 Ecu 140,000-Ecu 228,000 p.a. (approx. £2,545-£3,712). For posts 3 and 4 Ecu 140,000-Ecu 228,000 p.a. (approx. £2,121-£3,457). Benefits: Fares and baggage allowances; rent allowance; employer's portion of superannuation; contributions to insurance and medical schemes. 2 year contract renewable. 77 RS 62-65

LECTOR IN ENGLISH (YUGOSLAVIA)
 University of Novi-Sad. Arts degree and teaching experience, preferably at tertiary level, essential. T.E.F.L. qualification, minimum R.S.A. or P.G.C.E. with T.E.F.L. element, desirable. Salary: 6,500 ND per month (non convertible) plus an annual bonus of £1,244 paid by the British Council to the Lector's U.K. bank account. Benefits: Employer's portion of superannuation; free medical treatment. 1 year contract renewable. 77 RU 59

TEACHING ASSISTANT IN ENGLISH (HUNGARY)
 University of Szeged. T.E.F.L. qualification, minimum R.S.A. or P.G.C.E. with T.E.F.L. element, with between 2 and 5 years' experience of teaching E.F.L. to adults essential. Salary: 3,800 Forints per month for 10 months of the year (non convertible) plus an annual subsidy of £1,866 paid by the British Council to the Teaching Assistant's U.K. bank account. Benefits: free accommodation and medical treatment; employer's portion of superannuation. 1 year contract renewable. 77 RU 40

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate service quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 66 Davies Street, London W1V 2AA.



COUNTY OF NORTH YORKSHIRE

ADVISER
Infant/Nursery Education
 £6,489-£7,113 + £501 Supplement
 Souldbury Headteacher Group 8

Applications are invited from men and women for the post of ADVISER—INFANT/NURSERY EDUCATION. Applicants should have considerable and recent experience of work with infant and nursery children. He/she will be one of a team of two infant/nursery advisers who between them cover this field over the whole County. Application forms to be returned by 27 May, 1977, and further details from the County Education Officer, County Hall, Northallerton DL7 8AE.

ADVISER FOR CRAFT EDUCATION

SENIOR LECTURER BURNHAM F.E. Scale £5,523-£6,909, plus £297 London Weighting
 Joint appointment with Havering Technical College with responsibility for:—
 a) Schools advisory work, including in-service courses in craft subjects.
 b) Developing links between College and Secondary Schools.
 c) Teaching programmes in College in appropriate subjects (e.g. workshop technology).
 Applicants must be qualified teachers with considerable Secondary School experience and skills, capable of developing a broad approach to craft education within a technical setting. Excellent opportunities for initiative.



Further particulars and application forms (foolscap S.A.E., please) from Director of Educational Services (Ref. J.E.B.), Mercury House, Mercury Gardens, Romford RM1 3DR, for return by 28th May, 1977.

ADMINISTRATIVE ASSISTANT

to the
Secretary for Higher and Further Education Affairs
 of the
Methodist Division of Education and Youth
 Clerical support given

Particulars of Post and Application Form (returnable on or before 14th June) from the General Manager, Methodist Church Division of Education and Youth, 2 Chester House, Pages Lane, Muswell Hill, London N10 1PR.

CAREERS OFFICER

A.P.4/5 £3,566-£4,085, plus £312 p.a. supplement.
Careers Service
 This temporary post has been created to help unemployed young people, mainly in the Colchester and North East area of Essex. Employment cannot be guaranteed beyond March, 1978, but consideration will then be given to the holder of the post being absorbed into the normal staff establishment of the Essex Careers Service. Candidates for the post (Post No. CS.131) should be suitably qualified with appropriate experience in the Careers Service, industry and commerce. The post will be based at the Colchester Careers Office and car mileage allowance will be paid. Application forms and further details are available from the County Education Officer (C), P.O. Box 47, Thredneedle House, Market Road, Chelmsford CM1 1LD (Chelmsford 67222, ext. 2608). Closing date May 27, 1977.



OVERSEAS Appointments continued

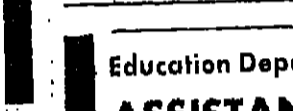
GREECE
 Lecturer in the field of a T.E.F.L. in the Faculty of Education, University of Athens, Greece. The post is for a 2-year period, renewable. Salary: 12,000,000 Dr. per month. Benefits: free furnished accommodation; medical scheme; employer's portion of superannuation. 1 year contract renewable. 77 AU 22-36

ITALY
 Lecturer in the field of a T.E.F.L. in the Faculty of Education, University of Turin, Italy. The post is for a 2-year period, renewable. Salary: 12,000,000 Lit. per month. Benefits: free furnished accommodation; medical scheme; employer's portion of superannuation. 1 year contract renewable. 77 AU 22-36

SPAIN
 Lecturer in the field of a T.E.F.L. in the Faculty of Education, University of Madrid, Spain. The post is for a 2-year period, renewable. Salary: 12,000,000 Ptas. per month. Benefits: free furnished accommodation; medical scheme; employer's portion of superannuation. 1 year contract renewable. 77 AU 22-36

Administration Local Education Authority

HERTFORDSHIRE COUNTY COUNCIL
 Applications are invited for the post of Assistant Director of Education. The post will be based at the County Education Office, 100 High Street, Hertford. Salary: £6,500-£7,500 p.a. plus £1,000 London Weighting. Benefits: free furnished accommodation; medical scheme; employer's portion of superannuation. 1 year contract renewable. 77 AU 22-36



Education Department ASSISTANT EDUCATION OFFICERS (TWO)

Salary £6,537-£7,218+£285 London weighting
 Grade PO.2(c)
 (I) For Primary and Special Education
 (II) For Secondary Education
 These three-tier vacancies arise from retirements and some reorganization within the Education Department. Candidates should be graduates, preferably having teaching and administrative experience. Appropriate direct from teaching will be considered only if their experience in schools has included administrative responsibilities at a senior level. Full details and application forms from The Director of Educational Services (Ref: JEB), Mercury House, Mercury Gardens, Romford, Essex, RM1 3DR. Closing date 20th May.

ilea
 HAVINGDON EDUCATION AUTHORITY

Schools' Psychological Service Educational Psychologists (Grade B)
 to work in the South-East London Area at the newly established Camberwell Child Guidance Unit (One post) or Brixton Health Centre, Camden Avenue, S.E.15 or 53 Peckham Road, S.E.5. (Two posts, vacant 1st Sept.) Salary range: £7,660 to £8,461 (inclusive of all allowances). Applicants should have an honours degree in Psychology (teaching experience, a post graduate training in educational psychology, and not less than three years' experience as an educational psychologist. Details and application forms from the Education Officer, 100 High Street, Havering, Essex, S.A.1 1JH. Please enclose a stamped addressed envelope.

NEWHAM
 London Borough of Newham, London E16 1JH. Applications are invited for the post of Deputy District Careers Officer. The post will be based at the Council Offices, 100 High Street, Newham. Salary: £6,500-£7,500 p.a. plus £1,000 London Weighting. Benefits: free furnished accommodation; medical scheme; employer's portion of superannuation. 1 year contract renewable. 77 AU 22-36

WEST GLAMORGAN COUNTY COUNCIL EDUCATION DEPARTMENT

DEPUTY DISTRICT CAREERS OFFICER
 REF: SVP/037/121
 District 6, Education Office, Port Talbot
 Applications are invited from suitably qualified persons with previous experience in the Careers Service. The person appointed will be responsible for the full range of vocational guidance duties, liaison with employers and professional organizations, and involvement in the placing of young people in employment. In the absence of the District Careers Officer, the Deputy will be responsible for the day-to-day administration of the Service. Candidates must hold the Diploma in Careers Guidance or an equivalent qualification. Salary: £4,581-£4,857 per annum. Application forms, returnable by 27th May, are available from the County Clerk, Central Personnel Unit, West Glamorgan County Council, The Gullmill, Swansea, Telephone Swansea 50821, Extension 2923. PLEASE QUOTE REFERENCE NUMBER

METROPOLITAN BOROUGH OF TRAFFORD EDUCATION DEPARTMENT

PROFESSIONAL ASSISTANT (FURTHER EDUCATION)
 P.O.1 (8-10) (£5,406-£6,057 + £312 Supplement per annum)
 Applications are invited from suitably qualified men and women for this post. The post would be suitable for graduate teachers who have experience in further education and who wish to enter educational administration but have no previous experience in an education office. The person appointed will be directly responsible to the Assistant Education Officer (Further Education) and duties will include the administration of all further education services, including colleges, awards to students, youth service and teacher training. Application forms and further details from Chief Education Officer, Town Hall, Sale (telephone 061-973 2253, ext. 268), to whom completed forms should be returned by 25th May.

Education Department ASSISTANT EDUCATION OFFICERS (TWO)

Salary £6,537-£7,218+£285 London weighting
 Grade PO.2(c)
 (I) For Primary and Special Education
 (II) For Secondary Education
 These three-tier vacancies arise from retirements and some reorganization within the Education Department. Candidates should be graduates, preferably having teaching and administrative experience. Appropriate direct from teaching will be considered only if their experience in schools has included administrative responsibilities at a senior level. Full details and application forms from The Director of Educational Services (Ref: JEB), Mercury House, Mercury Gardens, Romford, Essex, RM1 3DR. Closing date 20th May.

Cheshire

Deputy County Careers Officer
 PO1 (a/b) £4,689-£5,577 + £312 p.a. supplement.
 The main duties of the post will include the provision of a guidance service to students in Higher Education, the development of an effective Headteachers' Careers Library and Information Service and responsibility for the ICCS. Applicants must be trained, qualified and experienced Careers Officers. Application forms and further particulars are obtainable from the Director of Education, Cheshire County Council, County Hall, Chester CH1 1SQ. Closing date: 31st May.

LONDON BOROUGH OF ENFIELD MATHEMATICS ADVISER
 £8,253-£8,877
 Required from 1st September, 1977; candidates should have good qualifications and teaching experience and a knowledge of modern educational developments. Temporary housing (up to two years), 100% removal expenses (1400 max.), generous relocation needs to move, essential user car allowance and assisted car purchase scheme. Application should be made by letter, as soon as possible, to the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ, and should include full information concerning present and previous employment, education, and any other information which may be relevant. Interviews will be held during week ending 27th May, 1977. Further particulars are available on request. (Telephone: 01-365 8565, ext. 2118).

DISTRICT CAREERS OFFICER
(Working) £4,751-£5,037

To be responsible to the Area Careers Officer for the development and management of the Service in this busy district, together with certain other duties and undertake a caseload.

Candidates should be experienced careers officers preferably qualified with a degree and diploma in careers guidance or equivalent.

TRAINER CAREERS OFFICER
£2,810-£3,021

Train for a worthwhile career helping young people to choose careers, select further education courses and get suitable jobs.

Applicants should have a degree or equivalent qualification and have had about a year's gainful employment since graduating or be an older candidate with substantial experience of employment in a responsible post.

Two months' induction training provided beginning in mid-July, 1977, followed by a year's full-time training course at a polytechnic. On completion of training salary rises to £3,003-£3,584 with good prospects of promotion.

For both posts further details and application forms from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ. Tel: 01-548 1050 Ext. 3488. Closing date: 27 May.

HOUSE WARDEN

(South Godstone) £2,919-£4,289

For Hays Bridge Community Home which caters for up to 78 difficult and disturbed teenage boys. To be in charge of an 18-boy unit, assisted by four other full-time care staff and three extraneous duty staff.

The warden will have the ability to weld these staff into an efficient and effective team dealing with the wide variety of individual needs of the boys. Teaching or Residential Care Qualifications essential. Three-bedroom house available for £204 p.a. 100% assistance with removal expenses where appropriate.

Application form from Social Services Department (TAB), Surrey House, 34 Eden Street, Kingston upon Thames, Surrey, KT1 1DW. Enquiries to Mr. L. Thompson, Deputy Principal for informal chats or to arrange visits on Smallfield 2296.



Youth and Community Service

Training Officer

Applications are invited from persons, in the age range 32-50, educated to university degree level, and the possession of a relevant professional qualification, for this newly created post.

The person appointed would become the fourth member of a professional team of Youth and Community Officers who between them are responsible for administering, co-ordinating and advising upon the Borough's Youth and Community Service which incorporates nine LEA Centres, more than two hundred voluntary groups and a number of experimental projects, some of which are jointly sponsored and run in conjunction with other professional and non-professional agencies in the locality. The number of full-time professional field-staff currently employed is twenty-two.

Briefly, the duties of the post will include: the identification of individual and group training needs of full-time, part-time, and, where appropriate, voluntary Youth and Community Service personnel, and the planning, organization and implementation of education/training programmes to meet those needs; co-operating with other members of the Youth and Community Services Officers' team, under the leadership of the Principal Officer, in providing an integrated professional service on Youth and Community matters; the maintenance of existing links with relevant local, regional and national educational (and other) agencies; and the development of new links as appropriate.

Applicants will need to have a thorough grasp of training theory and methodology relevant to the post. They will need to possess plenty of imagination, initiative, organizing ability, a high degree of flexibility, and a capacity for sustained hard work. An ability to make easy relationships with a cross-section of people, together with the ability to express ideas clearly, both in speech and in writing, and to influence people, will be regarded as essential prerequisites for success in this post.

The salary scale will be **Soulbury £4,586-£5,154 (Inclusive)**. The appointment is subject to the NJC scheme of Conditions of Service for Local Authority A P & C staff. The post carries an Essential Car User Allowance.

For a complete Job Description and an application form, write to Mr. J. N. Parker, Principal Youth and Community Officer, Municipal Offices, High Road, Leyton, London E10 5QJ. Closing date for receipt of applications: Monday 30th May, 1977.



GENERAL INSPECTOR with special responsibility for Geography

Soulbury scale £7,455 - £8,079 plus £312 supplement

Applicants should be graduates in Geography, able to lead and develop the academic work in this subject at all levels, including the sixth form. The successful applicant would also be expected to have or to develop an interest in general remedial education in the schools but experience in this field is not a prerequisite for the post.

Assistance with removal expenses, etc., in approved cases. Further particulars and application form, returnable by May 30, from W. H. Petty, County Education Officer (Ref.G), Springfield, Maidstone.

SCHOOLS COUNCIL COMMITTEE FOR WALES

Applications are invited from teachers and others with recent experience of posts of responsibility in schools, colleges or educational administration for the post of

DEPUTY SECRETARY

of the Committee for Wales based in Cardiff.

The person appointed would share with the Secretary the duties of servicing the Committee for Wales and its sub-committees and the administrative care of the Council's research and development projects based in Wales and would help to identify needs and formulate proposals. The post offers opportunities of experience over a wide field of educational work including specific responsibility for the Council's Welsh Language work.

Salary in the range £5,422-£6,422 or secondment with the approval of the present employer at existing salary plus an allowance whichever method was the more favourable.

The appointment, to start on 1 January, 1978, or sooner if possible, would be for a period of two years with a likely extension to three years.

Further information and application forms may be obtained from Mr. D. H. Allen, Schools Council, 160 Great Portland Street, London W1N 6LL. Telephone No. 01-580 0352 Ext. 351. Closing date for receipt of applications is Friday, 10th June, 1977.



ED. 24 PRINCIPAL EDUCATION CATERING ADVISER

Salary Scale: PO1(4) £5103 to £5721 plus supplement. Responsible for the efficient organization of all aspects of the Authority's School Meals Service including the monitoring of nutritional standards, menus and costing of 40,000 daily meals, supervision of advisory team and supporting staff together with collaboration on in-service training programmes and design and improvement of kitchens. Essential Car User Allowance.

CHIEF ADVISER ED.7A

Salary Scale: Soulbury Burnham Group II, £7,044-£8,660, plus £312, plus £118.

Required to supervise and organise the Authority's Education Advisory Team. Duties include organisation, co-ordination and development of the Teachers' In-Service Training Programme, advising on the development of curricula and also recruitment and appointment of teaching staff, liaison to probationer teachers and Inspectorial duties as necessary. Essential Car User Allowance.

Closing Date: 28th May, 1977. Application forms available from the Principal Appointments Officer, Council Offices, Grove Road, Moorgate, Rotherham. Telephone Rotherham 69211 ext. 26. B. W. Ellis, Director of Personnel Resources.

Willesden College of Technology

OFFICE MANAGER

AP4 (£3,963 to £4,299 inclusive)

required to run busy general office covering enquiries, switchboard, class registers, etc. Preference will be given to applicants (male/female) with college and supervisory experience. Post vacant (due to retirement) from 23rd August.

Application forms and job description from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable by 27th May. Telephone 01-903 0371 (24-hour Answering Service). Reference number E/58/D must be quoted.



Education Department

CHIEF ADMINISTRATIVE OFFICER

P.O.2 (1-5) £5,889-£6,564 + £312 p.a. supplement

This is a senior managerial post in the Education Department with substantial responsibility for the administration of the education service.

Applicants ought to have the D.M.A. and appropriate administrative experience.

Further particulars and form of application to be obtained from Mr. L. Helens, available from the Director of Education, Council House, Westgate Street, Helens, Marseyville WA1 1RN.



CITY OF SHEFFIELD

Family and Community Services Department

Todwick Grange Children's Home, Aston, Sheffield 31

CHILD CARE OFFICERS

£1,701-£2,277/£2,277-£2,891/£2,864-£2,853 according to relevant experience (plus £312 pa)

Todwick is a unit for up to 80 children living in 4 separate groups with schooling on the premises. Some of the children attend Authority schools in the vicinity. Most children show signs of emotional disturbance.

We would welcome applications from people with experience of maladjusted children, teachers or youth club workers with some work experience who essentially have spare time interests in working with children, or with land or animals, to utilize their skills in the care of grounds and gardens of Todwick Grange.

The posts are resident or non-resident.

An informal visit will be welcomed by the Principal Miss J. Paul. Tel. 771128.

Further information and application forms from the Recruitment Officer, Family and Community Services Department, Redfern House, Union Street, Sheffield S1 2UG. Closing date 28th May.

NORFOLK COUNTY COUNCIL

Education Department

Senior County General Advisers (2)

(Soulbury Burnham Group 1b)

To work as members of a County Team under the direction of the Senior Inspector. Applicants should have good qualifications and relevant experience in senior post in schools or the advisory service.

In addition to the work of giving senior level general educational advice, applicants should have relevant appropriate experience to make a special contribution in at least one of the following:

- (a) Junior and Middle School (8- to 12 years), Curriculum and Organization.
- (b) Language Development.
- (c) Work with disruptive and disturbed pupils in ordinary schools.
- (d) In-service education and training.

Full Particulars and application forms from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2AR. An equal opportunity statement will be enclosed with the application form. Applications to be returned as quickly as possible.

ADMINISTRATION
General continued

BATH

THE UNIVERSITY ASSISTANT DIRECTOR OF PHYSICAL EDUCATION

Applications are invited for the above post which involves the supervision of the University's sports and physical education programmes and the organization of the University's sports and physical education programmes for students and staff.

Candidates should have a degree or diploma in Physical Education or have received formal training in Physical Education (Instruction or Recreation Management), and hold a Higher Teaching Award of national body of merit.

Salary in the range of £3,000 to £3,121 plus £312 per annum supplement. Further particulars and application form, returnable by 27th May, 1977, to the Director of Personnel Resources, 77-78, F.E.S. Clifton Gate, Bath, BA2 9JN.

ST. WILLIAM'S SCHOOL
Market Weighton, York

HOUSEPARENT

£2,283-£2,841

3-bedroomed family house available, if required

St. William's accommodates about 80 boys, aged 11 to 18 years, in three house units, although the establishment is to undergo an exciting redevelopment which will provide a range of much smaller living groups.

Applications are invited from married or single, male or female candidates, preferably of the Roman Catholic faith, who would like to join a multi-disciplinary house team which strives to achieve a high standard of child care practice.

The successful candidate will be required to develop supportive relationships with individual boys, and to share generally in the administrative and caring functions of the house team. Communication skills, a warm personality and experience of work with children, although not essential, are essential attributes. Candidates with recent teaching experience or experience of working with children would be advantageous. However, opportunities do exist for unqualified staff to undertake approved in-service training while in post.

Prospective applicants are invited to contact the Headmaster, Brother James (Market Weighton 2218), to arrange an informal visit. Applications should be sent to the Administrator, Middlesex House, Diocesan Respite Society, 110a Lawrence Street, York, YO1 3EB.

Further particulars and form of application to be obtained from the Director of Education, Council House, Westgate Street, Helens, Marseyville WA1 1RN.

Educational Psychologists

(1) EDUCATION DEPARTMENT

Grays Child Guidance Clinic

Candidates must have an honours degree in Psychology, teaching experience and appropriate post-graduate training for this full-time post. The successful applicant will work as one of a team of three psychologists in the Thurrock Education area (school pop: approx. 25,000).

In addition to team work in the area, psychologists are given every opportunity to work with colleagues throughout the County on countywide projects, working parties and relevant research.

The starting salary will reflect the degree of responsibility of the post and will also be dependent upon the previous experience of the successful candidate. Previous work in the School Psychological Service is desirable but not essential.

Salary: Soulbury range £3,900-£8,660 plus £501 per annum additional payment and £150 per annum fringe allowance.

(2) EDUCATION/SOCIAL SERVICE DEPARTMENTS

Boyles Court Observation and Assessment Centre (Boys) Nr. Brentwood

Newport House Observation and Assessment Centre (Girls) Chelmsford

Applications are invited for this Part-time Post of 184 hours per week from suitably qualified Educational Psychologists possessing an Honours Degree in Psychology, teaching experience and a post-graduate qualification in Educational Psychology.

The successful applicant will work as one of a team of two Educational Psychologists to provide a service of individual assessment to pupils of all ages, and work with other staff in the above centres. The Psychologist will work with Social Services staff under the professional supervision of the County Educational Psychologist, and will be expected to work closely with colleagues in a large Countywide School Psychological Service whenever appropriate.

Salary: Soulbury range £3,900-£8,660 plus £501 per annum additional payment pro rata.

These posts are open to both male and female applicants.

Application forms and further particulars from the County Education Officer (G), Threadneedle House, P.O. Box 47, Market Road, Chelmsford, Essex CM1 1LD. Closing date 27th May, 1977.



Child Care

DORSET

SLADES FARM SCHOOL, Hounslow Avenue, Bournemouth

Applications are invited from suitably qualified and experienced persons for the appointment of a Headmaster from September of this year for a school of 100 boys and girls in the age range seven to 10 years.

Candidates should have a degree or diploma in Physical Education or have received formal training in Physical Education (Instruction or Recreation Management), and hold a Higher Teaching Award of national body of merit.

Salary in the range of £3,000 to £3,121 plus £312 per annum supplement. Further particulars and application form, returnable by 27th May, 1977, to the Director of Personnel Resources, 77-78, F.E.S. Clifton Gate, Bath, BA2 9JN.

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The successful candidate will be required to develop supportive relationships with individual boys, and to share generally in the administrative and caring functions of the house team. Communication skills, a warm personality and experience of work with children, although not essential, are essential attributes. Candidates with recent teaching experience or experience of working with children would be advantageous. However, opportunities do exist for unqualified staff to undertake approved in-service training while in post.

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Further particulars and form of application to be obtained from the Director of Education, Council House, Westgate Street, Helens, Marseyville WA1 1RN.

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In addition to team work in the area, psychologists are given every opportunity to work with colleagues throughout the County on countywide projects, working parties and relevant research.

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Salary: Soulbury range £3,900-£8,660 plus £501 per annum additional payment pro rata.

These posts are open to both male and female applicants.

Application forms and further particulars from the County Education Officer (G), Threadneedle House, P.O. Box 47, Market Road, Chelmsford, Essex CM1 1LD. Closing date 27th May, 1977.



Librarians

KENT

COUNTY COUNCIL, EDUCATION DEPARTMENT, CANTERBURY

Applications are invited for the post of Librarian for the Kent County Council Education Department. The successful candidate will be responsible for the management of the County Council's educational libraries and for the provision of library services to schools and other educational institutions.

Candidates should have a degree or diploma in Library Studies or a related subject, and should have at least five years' experience in a library post. The successful candidate will be expected to have a good knowledge of the educational system in Kent and to be able to work closely with the County Council's Education Officer.

Salary in the range of £3,000 to £3,121 plus £312 per annum supplement. Further particulars and application form, returnable by 27th May, 1977, to the Director of Personnel Resources, 77-78, F.E.S. Clifton Gate, Bath, BA2 9JN.

HOUSEPARENT

£2,283-£2,841

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Educational Psychologists

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Boyles Court Observation and Assessment Centre (Boys) Nr. Brentwood

Newport House Observation and Assessment Centre (Girls) Chelmsford

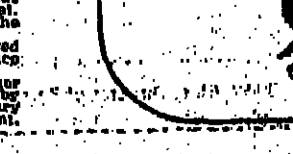
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Salary: Soulbury range £3,900-£8,660 plus £501 per annum additional payment pro rata.

These posts are open to both male and female applicants.

Application forms and further particulars from the County Education Officer (G), Threadneedle House, P.O. Box 47, Market Road, Chelmsford, Essex CM1 1LD. Closing date 27th May, 1977.



Senior Educational Psychologist

Salary Burnham Head Teacher Group 8, £6,990 to £7,614 (includes supplements). Based in Carlisle. Cumbria County Council invites applications for the above post to lead a team of six Educational Psychologists in Cumbria. This vacancy will exist from 1 November, 1977, upon the retirement of the present post holder.

Applicants should have an honours degree in Psychology or a suitable equivalent qualification, recognised teacher training, reasonable teaching experience in schools and experience in child guidance.

This is a key appointment for which a well qualified and experienced person is sought. Further particulars and application forms, returnable by 3rd June, from the Director of Education, 5 Portland Square, Carlisle.

Lancashire County Council

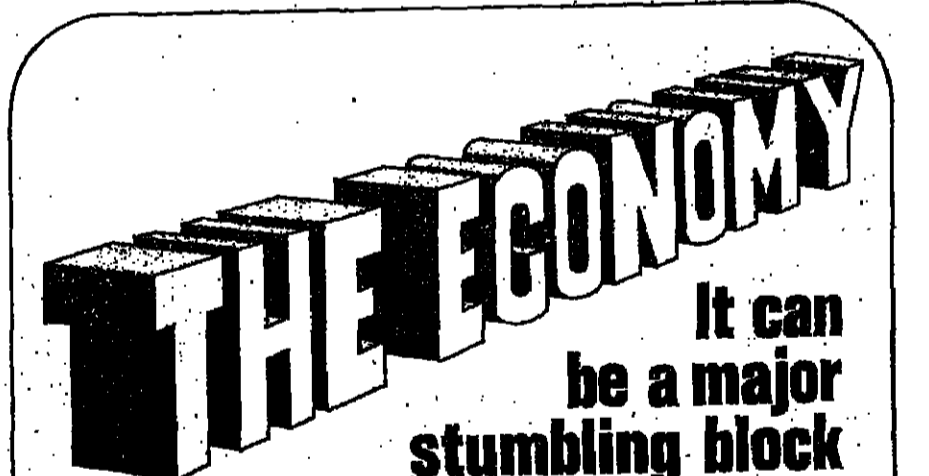
APPOINTMENT OF Trainee Educational Psychologists

Applications are invited for appointment to the above posts with a view to secondment on postgraduate Training Courses in 1977/78.

Applicants for Trainee posts should possess an Honours degree in Psychology and must have completed two years' teaching experience at the time of admission to a postgraduate course. Commencing salary will be within Soulbury Committee Salary Range, Burnham QT Scale 3 (£3,900-£4,734), plus annual salary supplements £312, and £180.

On successful completion of a postgraduate course, trainees will be appointed, subject to availability of vacant posts, as an Educational Psychologist within one of the Area Teams of the Schools Psychological Service. Application forms and further particulars are obtainable from the Chief Education Officer, Education Department, County Hall, Preston PR1 8RJ. Applications to be returned no later than the 27th May, 1977, quoting reference A465/10/JAG.

Education Department, County Hall, PRESTON PR1 8RJ.



For trained teachers in search of a satisfying vocation, the economic situation can prove a significant obstacle. Educational cutbacks can - and will - end many careers not yet begun. But we can offer you an alternative that's equally satisfying. Working with children in a residential setting is a challenging and rewarding career that will exercise your talents and training to the maximum.

We currently have the following vacancies:

Senior Houseparent

In a small children's home. Salary range £2876 - £3186.

Deputy Houseparent

In a small children's home. Salary range £2589 - £3003.

House Supervisor

Community Home for Girls. Salary range £2589 - £3003.

Senior Houseparent (3rd in charge)

Home for 14 emotionally disturbed children. Salary range £2670 - £3186 or £3408.

